



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

Friday August 25, 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 #2**

**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

**Meeting 2 Notes:**

*Members in attendance:* Alan Dunklow, Barbara Obst, Brian Geraci, Cecilia Warren, Doyle Batten, Edward Clarke, Gloria Mikolajczyk, Tania DuBeau, Trish Janus, Walter Sallee, Susan Cecere, Amy Alvord, Charles Giblin, Susan Russell, Lee Oppenheim, Leslie Margolis, Lori Scott, Marny Helfrich, Mary Malone, Mat Rice, and Terry Street.

*Members of the public:* NA

- Walt called the meeting to order at 9:05 a.m. and provided a summary of the Day 1 meeting and led introductions of workgroup members. Minutes from Day 1 were approved by the group.
- Doyle Batten, Anne Arundel County Public Schools (AACPS) provided an overview of the AACPS School Crisis Emergency Response Plan. The plan was recently revised based on response from persons with special needs.
- Revised policy mandates that every school address persons who need help the most – AACPS Central Special School modeled the format:
  - Mandated 6 emergency drills
  - Used medical backpacks to go with students so staff would have hands free
  - School took video clip of involvement with special needs students and sent to Doyle Batten to review
  - Emergency drills focused on students that need help the most

## Discussion – Things to consider

- Ms. Scott stated parents should know what is in place in terms of procedures for students with disabilities. This can be accomplished via a meeting between parents and staff.
- Doyle Batten discussed the importance of communication between school safety/risk management and construction on safety issues.
- A one-page document of special needs students and concerns should be shared with public safety officials.
- Practice real situational exercises for school staff. Include exposure to conflict and stress and threatening situations in a controlled training environment.
- Participate in tabletop exercises with an emphasis on a shift in culture: “I am empowered...”; I am allowed to...”
- Consider what the implications are for staff as it relates to their obligations and union contracts. Doyle Batten – consider an “opt out”.
- Consider including mental health providers during training or events.
- LEA central office can provide training.
- Susan Russell (Montgomery County Public Schools – MCPS)) shared a draft of their current draft procedures.
  - MCPS formed a cross-functional work team to review legislation as it relates to 504 and IEPs.
- Consider the concept of a flow chart that is disability-specific. The document can be used as a starting point to develop guidelines and plans (504 and IEP).
- Look at different templates for team to work through in addressing students with special needs.
- Incorporate the needs of staff when planning for the needs of students with disabilities.
- LEAs may consider the use of refuge/safe rooms in an emergency. Depending upon resources, some LEAs may consider using evacuation chairs.
- Drills can be differentiated; whereas, some students and staff may complete the full scope of the drill, some by only go to a certain point.
- After drills, consider staff/student debriefings to assess effectiveness and students’ reaction to the drill. Work to improve where applicable.
- When writing the plan for students with special needs, consider who needs to contribute to the process. Account for the need for adult assistance in the plan.
  - Consider having local fire operational staff involved and at the table when writing plans
- Consider collecting helpful information and submitting it to the local Computer Aided Dispatch system (CAD). This information would include whether/how many persons in a building are in a wheelchair, are autistic, have other types of disabilities, etc. This will assist first responders as they arrive on the scene and assess the situation.
- Ensure that nurses and school nursing supervisors are trained and are familiar with the plan.

- When convening a team to write and review the plan, consider the following: local fire/EMS, service providers for students with special needs, special education chair, risk management professionals, school staff (teachers, administrators, others), parents, etc.
- Involve students in the planning process.
- Consider assigning an emergency site coordinator at the school building level that serves as the point of contact, liaison to central office, and coordinator of emergency management.

### **Small Group Work**

- Members were divided into three small groups to review key elements discussed on Day 1 and 2 and asked to make determinations about what should be included in the updated Guidelines and where it may appear.
- Groups reported out. Recorders turned in group consensus.
- Walt provided a synopsis of next steps, which included drafting/revising the Guidelines, review by workgroup membership, vetting by MSDE, reporting to the State Board, including any additional feedback from the State Board if applicable, and publishing the updated Guidelines. Local education agencies need to update their guidelines by July 1, 2018.