- [Shaylin] Now, with that,

I think I'm gonna pass it
over to Melissa Marshall,

who is the Director of Policy and Programs

for us at The Partnership for
Inclusive Disaster Strategies

to share more about,

You've Got It Right and
Disability Rights in Disasters.

- [Melissa] Thank you. Am I unmuted?

Yes. Can everyone hear?

As Shaylin said, I am Melissa Marshall.

I am a Caucasian woman with
silver shoulder-length hair,

and I'm wearing a pink
kind of fuchsia dress

with black stripes in it
today, and I use a scooter.

And I use she/her pronouns.

So, I'm thrilled to be here
today. It's really exciting.

Next slide, please.

(attendee faintly speaking)

- [Melissa] Thank you for
moving it closer to me.

And if anyone needs me to slow
down, just say, slow down.

You won't be the first person
who's told me slow down,

probably not today, okay?

Next slide. Yeah.

Next slide.

Okay, thank you.

So, we're The Partnership for
Inclusive Disaster Strategies,

as you know.

And The Partnership, hold on a second,

I'm changing on my slides here.

The Partnership for
Inclusive Disaster Strategies

is the only US disability-led organization

that has a focus mission

on equity for people with disabilities,

and access and functional needs

throughout all planning,
programs, services, and procedures

before, during, and after disasters.

Consider us your disability
and disaster hub.

And I'm thrilled to be part

of The Partnership and part of this team,

and we are all here with you.

We're a small group, but that is okay.

As Shaylin would say, "We're
a small but mighty group."

Next.

We're gonna make some group agreements

and the group agreements,

this is no big deal,
maintain confidentiality.

We're all professionals, we all know that.

Don't share specific details with a name

and a person and a place
and we all know that,

but I just like to say it out loud.

Next, a group agreement I'd
like to make is ask questions.

If you have a question,

please raise your hand and
say, I have a question.

'Cause the person sitting
in the back of the room

might not be brave enough

or might not have thought of it yet,

so please ask your questions.

I might say we're gonna
get to that in a minute.

I might say we're gonna get
to the next presentation.

I might answer it on the spot, who knows?

And you all have my contact information,

so you can all contact me as well

and I can always get back to you, okay?

The third probably most
important rule, have fun.

Shaylin will close the session saying,

"Next, you're gonna hear
about legal obligations."

And I thought, oh, that sounds boring.

They're gonna fall asleep
after lunch, legal obligations.

We are gonna make this fun.

Now, to facilitate all of you having fun,

I have with me in this pink and orange

and rainbow-colored sequined bag

that says justice on the
front, fabulous prizes.

Prizes are given to people
who answer questions,

whether it's correct or not,

people ask questions,

people who are spokespersons
for their group.

That's in the next session I'm doing.

You're stuck with me partially

for the next session too
with the co-facilitator.

So, they're fabulous prizes

and one of you could leave here today,

more than one of you
could leave here today

with a brand new car.

Now, it fits in this bag,
so don't get too excited,

but I speak the truth,
it is a brand new car.

So, be excited, be happy about that.

Next, please.

And the disclaimer is,

material presented does not
constitute legal advice.

It is for informational purposes only.

If you're seeking advice,

please contact a qualified attorney.

Can you tell a lawyer lives inside me?

Next, please.

The other disclaimer of
sorts is an hour and a half,

I can give you the
definition of a disability.

It's really not a lot of time.

And left to my own devices,

I have and will talk to you
for five days about this.

So, you're being spared,

you're getting the nine version.

Know that we left stuff out
and we tried to be intentional

about what we included and
what we didn't include.

But know you're just
getting a thumbnail sketch.

So, it's just, we just haven't
included a lot of things.

Now, here are our training goals.

Next, please.

Learning objectives as it were.

And it's for you to have
a better understanding

of what your agency's
legal obligations are

to disabled people throughout
the disaster cycle,

how to meet those obligations.

Knowing them is not doing enough

if you don't know how to meet them.

Just knowing them isn't enough.

And how to facilitate

compliant emergency planning strategies.

So, those are our goals for you.

Some material, this is
more for the next session,

some of the material
might be review for you,

but everyone's gonna
learn something different.

Next, please.

We go to disability civil rights

and we can jump to the
next slide after that.

Disability rights are civil rights.

And in order to be able to
plan to meet legal obligations

to people with disabilities
throughout disasters,

you need to understand
the basics of those rights

and what your obligations
might or might not be.

Now, I give the slide and say,

disability rights are civil rights.

And it occurred to me,
people don't always have

the same understanding of civil rights.

So, let's talk about

what civil rights are in the next slide.

Civil rights are the
personal rights guaranteed

and protected by the US Constitution

and federal laws enacted by Congress,

such as the Civil Rights Act of 1964

and the Americans with
Disabilities Act of 1990.

Civil rights include protection

from unlawful discrimination.

So, that's civil rights in a nutshell.

Again, I could go on,
but I'm not doing that.

Next, please.

If you leave here with nothing else,

not to take away from all
the other wonderful planners

and and presenters, but if you
leave here with nothing else,

the thing I want you to leave
for my own selfish purposes

is to understand that civil rights

for people with disabilities

are never suspended,
including during disasters.

And we have language from HHS on that,

we have language from DOJ on that,

they're never suspended,
including during disasters.

'Cause I think it's instinct to say,

oh, the shelter isn't accessible,

we'll make it accessible
later or next time.

Or, oh, we didn't get a
sign language interpreter,

we'll do it next time.

You gotta understand it's a disaster.

The obligations are always
there, never suspended.

And sometimes you get
to do the best you can

to meet them if it's not
set up ahead of time,

but planning is key.

Next, please.

Now, we're gonna look

at disability rights, civil rights laws.

Now, I've been talking for a while,

so I'm gonna have some questions for you.

This isn't just a one-way thing,

this is gonna be interactive.

How familiar are you with the ADA

and/or section 504 of the Rehab Acts?

You can answer for one or both of these.

How many people are not at all familiar?

Please raise your hand.

Okay, so one, two, three.

And we are going to give,
we have a kaleidoscope,

we have a heart-shaped slinky,

and we have a regular yellow slinky.

And you get the prizes,

'cause it's great that you don't know,

and you said that you didn't know this.

Who else raised their hands?

Someone else here.

There's lots more prizes, I promise,

you might all leave here
with a brand new prize today,

so don't worry if you didn't get one

and if you didn't,

come speak to me afterwards,
then we'll fix it.

How many people are somewhat
familiar, kind of familiar?

That's about half of
you, kind of familiar.

Good for you.

It's great to know only
don't know anything

and it's great to know
only you're kind of.

How many people feel very familiar?

Yay. Yay, very familiar people.

Okay. I'm gonna call on all of you.

No, I won't do that.

I just wanna get a sense of
who is here in this room.

So, it might be review for some of you

and this might be brand new,

but everybody will walk
away with something.

Next, please.

So, I'd like you to have a brief,

like under five-minute
discussion at your tables.

And I'd like you to discuss
a time where you're not sure

what a disabled person's rights were

surrounding the disaster,

or time you're pretty sure
what that person's rights were.

And appoint a spokesperson for your group.

So, time when you weren't
sure what the rights were

and you're pretty confident
what the rights were.

Discuss amongst yourselves

and appoint a spokesperson.

There's prizes.

Okay.

And remind me of your name per,

if we get a mic runner down there.

- I got one.

- [Melissa] Remind me of your name.

I know your last name is G. (chuckles)

- That is not my last name.

- [Melissa] It's not your last name.

It's someone else's last name.

- It's Ortiz.
- [Melissa] Ortiz.

(Ricky laughing)

- Anyway, my name's Ricky.

- [Melissa] I didn't give out

name tags this morning
and I'm bad with faces.

I thought I could get it so I tried, but.

- My name's Ricky.

We had discussed the decisions

that the developmentally disabled

we're able to have for the COVID vaccines,

whether or not they
were to take it or not.

And if they weren't
developmentally there yet

that the guardian had the choice

and the legal right to decide

on whether or not they got the vaccine.

- [Melissa] Thank you.

You get a little Frisbee.

Thank you so much.
- I'm gonna start

sharing these with the
group, just so you know.

- [Melissa] They'll get
theirs. I promise you.

You'll get yours.

Who else? Something different.

First, the people in front of me,

'cause I was eavesdropping,

normally I go in between
the room and eavesdrop.

Back there?

Who's back there?

Sorry.

- We talked about a time
period when like service dogs

weren't allowed to go in certain places

with people with disability

that has had the service animals.

- [Melissa] Thank you. You get a top.

Yay.

Yes and that still happens.

And we're just talking about this.

We're saying why is she having to do,

we're talking about this
to bring up the issues

that you're gonna hear about

throughout this trend
now this group in front.

- Okay, so my name is Jamie

and we discussed again
during the COVID pandemic.

When that first happened,

the individuals that we
serve are individuals

with intellectual disabilities
in a group home setting.

And we have two different settings.

We have the ICF, 16 bed homes

and we also serve CILAs,

Community Integrated Living Arrangements,

all in Macoupin County, Illinois.

But what their rights were
as far as leaving the home.

So, had to follow two
separate sets of guidelines

depending on which type of
home our individuals lived in.

And in the ICF, they had to

stay in the home.

They were not allowed to leave the home

during that.
- [Melissa] Can you say

what ICF stands for?

For people not in the field.

- Intermittent care facility.

- [Melissa] Just want everyone to know.

- Yep, sorry.
- [Melissa] That's okay. I know, but.

- I said, what CILA meant

and I forgot to say that ICF.
- [Melissa] It's okay.

- So, we struggled with,

and a lot of the guardians struggled with,

well, can you have visitors?

Can we come see our people?
- [Melissa] Right.

- So, we had to think outside of the box.

Yeah, they do have rights.

We want them to be able to
still see their families

and visit their families.

But no, we can't have
visitors like in the home.

So, we had the visitors
come to like the deck

and the residents would sit

in the living room area
- [Melissa] Mm-hmm.

- where they could
still see their families

and talk through the screen,

but they couldn't have contact.

- [Melissa] Right.
- So, that was

really difficult.

- [Melissa] It's a tough choice,

because if you're in
your own private home,

you get to choose who comes in

and you get to take that risk.

When you're living with other people,

it's a different situation.
- Absolutely. Yeah.

- [Melissa] You get a tiny
Rubik's cube that is solvable.

- Very cool.

- [Melissa] I think it's
very cool. It's very awesome.

These are new fabulous prizes for me,

so this is really awesome.

And my fabulous prize bag,
I want you to all know,

was bought by the team yesterday,
and I just love it, so.

Anyway, one more?

Who else would like to go
for what you discussed?

Okay, go ahead. Thank you.

- I'm coming.

- [Melissa] Shaylin's
getting her steps in today.

- I'm just going to add
on about the service dogs,

because my daughter was in the Red Cross

and works disasters at
camp fire in California.

And so, she was trying to house people

and some of them had dogs and
some of them had service dogs,

and some of them had what
they called service dogs,

but were their dogs because
it made them feel better.

So, the guy said, "This
is my service dog."

So, then, everybody else said,
"That's not a service dog."

And she didn't know what to ask the man

or what she could ask the man

to determine if it was his dog,

his service dog, or just
a dog, 'cause he is cute.

You can't ask them for papers.
- [Melissa] Right.

- You can't ask what's wrong
with you to have the dog.

- [Melissa] Correct.

- So, that was ours to add on to the dog.

I don't know which one,

but it was one that was like,
I don't know what to do.

Which tent does the guy go in? (chuckles)

- [Melissa] And you get
a miniature kaleidoscope.

And just to give a quick
answer, dogs are always allowed.

Service animals are always allowed.

You'd get to ask the person
if it's a service dog

that assists them because of a disability

and you get to ask them who's been trained

to perform specific tasks for them.

You don't get to ask what those tasks are.

But I have a whole hour
thing I do on that.

But anyway.

So, now, let's look at,

there'll be lots more time for discussion.

Next slide, please. Ah.

We look at civil rights law

that protect disabled
people during disasters.

First one is the Americans with
Disabilities Act or the ADA

and I put it in a statutory language

and I read everything out
loud for access purposes,

not just to be snobby, but
it's 42 US code section,

that's squiggly mark means section,

12102 et seq, that means et cetera.

They could have just said
et cetera, but lawyers.

And that protects the
civil rights of people

with disabilities in unison,
including during disasters.

Including during disasters.

That's the ADA.

Sections of the ADA.

There's five, we call 'em titles.

The first one is employment.

We're not talking about that today, sadly.

I love employment.

Title II is for state and
local government entities.

That's state agencies,

city government, county government.

And every now and then,

you get an almost random state entity.

And guess what news I have for you?

We are all sitting in one right now.

The center, the BOS center

is a separate government entity.

It's own incorporated government entity.

I learned that yesterday

when I got the tour of the building.

We did the walkthrough.
That's just a cool thing.

And on Title III is place
of public accommodations,

nonprofits,

shelters, those kinds of places.

In other parts, it's the bank,

it's the doctor's office,
the movie theater,

the restaurants, the bars, places we go.

Title IV is for telecommunications.

And what that did was establish
the national relay system,

'cause lots of stuff about communication,

we're gonna be talking about today.

But telecommunications just did that.

And Title V is miscellaneous.

And mostly in miscellaneous, they say,

we told you we didn't
wanna cover those people.

We told you this thing.

You read this in the statute.

And they repeat themselves.
So, that's miscellaneous.

It's good to read.

I found some hidden gems in miscellaneous,

but you gotta be pretty wonky.

Next, please.

Now, there's a court decision
I wanna talk to you all about

and it protects disabled
people during disasters

and other times.

It's the Olmstead decision from 1999.

The case was Olmstead
versus LC, and Lois Curtis.

And 527 US 581 is the case site,

and it's a Supreme Court decision.

It's not a law. People
say the Olmstead law.

There's no Olmstead Law.

It's a Supreme Court
decision that says people

with disabilities must receive services

in the most integrated setting,
appropriate to their needs.

I didn't make up that language,
I would've made it cleaner,

but that's what they
said in their legalese.

That means lots of things.

And that means, in my opinion,
The Partnership's opinion,

you shouldn't have segregated shelters

just for people with disabilities.

But anyway. So, that's
the Olmstead decision.

We'll talk about that.

And the great thing about the Olmstead...

Does anyone - it's been here since 1999.

The 25th anniversary of
Olmstead was this past Saturday.

And I saw a lot of videos

celebrating people got
out of institutions.

So, everybody knew Lois Curtis

couldn't live anywhere but an institution.

And Lois lived fine in the community

and did wonderful things.

And she had an intellectual disability

and a psychiatric disability,

and was stuck in a facility
that she didn't need to be in.

Next is the Rehabilitation Act of 1973

or the Rehab Act.

And that's 29 USC section 701 et seq.

And we're gonna be
focusing on section 504.

What 504 does is it creates an obligation

not to discriminate
against disabled people

when somebody receives federal funds.

Could be a penny in federal funds,

could be a gazillion
dollars, doesn't matter.

They have obligations
if they take that penny

or that gazillion dollars.

But we'll talk.

Next, please.

So, obligations under Title
II of the ADA and 504,

like I talked about, are
functionally identical.

We have the same definition of disability

and the same obligations.

The good news is you only
have to learn one set of laws

Title II of the ADA and 504.

Next, please.

Here's a little comparison checklist,

504, federally funded agencies,
programs and activities.

Can't discriminate against
people with disabilities.

Way more complicated than it sounds

and I know y'all know that.

Then, the ADA.

So, they have to be federally funded

to have obligations under 504.

ADA, there doesn't have
to be federal money.

Under Title II, state
and local government,

like I said, including public schools.

We have schools people here today?

We have schools...

Yay, schools people.

June and I actually did extensive training

on ADA and 504 many, many, many years ago.

And I work a lot in
schools and I love schools,

and I was so excited

when I saw schools were going to be here.

So, yay.

And so, public schools have obligations.

And again, it provides this,

Title II provides the same
obligations as section 504.

Okay. Next slide, please.

So, who's protected?

Who does the ADA and 504 cover?

What does it mean to have a disability?

And it's the kind of thing

where you think it's pretty obvious

until you think about it.

And there's probably tens
of thousands of pages

of legal decisions at least written

on what is the definition of
disability under ADA and 504.

I'm not gonna read you
any of those 10,000 pages,

but just telling you.

Next, please.

So, unfixed, sorry.

Next slide, please.

I'm waiting for a slide with...

What's it? Oh, it's just been moved.

Priya's trying to signal
me that it's been moved

and I hadn't looked over there.

Okay, sorry about that. (chuckles)

So, the definition of disabilities

under the ADA and the Rehab Act,

people with disabilities are individuals

who have a physical or mental impairment

that substantially limits one
or more major life activities.

We'll come back to that.

People with a record of
having such an impairment

and people regard it as
having such an impairment.

Now, we call these the
prongs of the definitions.

One of my friends says prongs
is poetic as lawyers ever get,

but record of having such an impairment.

If I don't have a disability now,

but I had cancer five years ago

and I told an employer that

and they discriminated against me

because of that, Congress
wanted me to be protected,

because I had that record
of this disability.

Well, let's say I had scarring
on my face from a burn

and I was working

in a food distribution
center, point of distribution.

And they said to me,

maybe want you out back doing
things or driving the truck.

We don't want you handing
things out front publicly,

'cause well, people might get dis...

They might not like how you look.

Congress wanted people like
that protected as well.

Don't have a substantial
limitation of major life activity.

Just scars in my face.

Now, next, please.

So, people substantially
limited in major life activity.

And this is Department of Justice language

that I thought I would lift.

And substantially limits
doesn't mean a severe condition,

but it means a condition
that creates an impairment

when compared to most people.

Determining whether something's
substantially limiting

must be done on a case by case basis.

And they give the example,

mild allergy is not a
substantial limiting condition.

How I like to say is if I get exhausted

after I walk two miles,

I'm not substantially limited

in the major life activity of walking,

'cause we're not a real fit population.

So, compared to anybody else,
that doesn't make sense.

That'd be substantially limited.

When I walk to my
driveway, I get exhausted.

That makes me substantially limited

in the major life activity of walking.

So, it's not that I can't walk, it's...

Get the difference?

So, it's not about what the condition is,

it's about how substantially limited

you are in the major life activity.

Now, what's a major life activity?

Again, lots of court cases in legislation.

Major life activities.

I'm gonna read them all
for access purposes.

And I think it's
important to take them in.

Major life activities include,

but are not limited
to, caring for oneself,

performing manual tasks,

seeing, hearing,

eating, sleeping,

walking, standing,

lifting, bending,

speaking, breathing,

learning, reading,

concentrating, thinking,

communicating, working,
and major bodily functions.

Well, that's a long list,

but what's a major
bodily function already?

Next slide.

Major bodily functions.

Under the ADA Amendments Act of 2008,

major bodily functions include,

but aren't limited to,
functions of the immune system,

normal cell growth, and
digestive, bowel, bladder,

neurological, brain, respiratory,

circulatory, endocrine,
and reproductive functions.

And all of these things we
knew when we're enacting the,

Congress was enacting the
Amendments Act 2008 were there,

and they didn't write new law.

They just said the regulations apply.

And in these ways, they
didn't give you more texts,

but they gave a clear of understanding

of some of the definitions
that were already there.

They didn't change anything in the text.

That's another training.

Next, please.

Okay, so you know who has
a disability now, right?

People feel a little comfortable

about who has a disability now under ADA?

Okay, great. So, whose obligations?

Next, please.

Now, I have a question for you.

So, do you think that your agency

has obligations under the ADA?

Raise your hand if you
think that answer is yes.

Okay, I see just about everybody.

No, do you think your obligation,

your organization does
not have obligations?

Are the people who don't know
if they have an obligation?

Okay, so everyone gets that
they have obligations under ADA.

Yay.

Knowing you have obligations
is half the battle.

Next, please.

Now, we're gonna do a brainstorm list

of who you think has obligations to people

with disabilities and
disasters under ADA and 504.

And I'm gonna have people
go and raise your hands

and say, and it'll get recorded.

So, who do you think is obligations?

Well, you all said your
entity had obligation.

So, you could start with that.

Shaylin?

There's someone back here.

- Long-term care facilities.

- [Melissa] Yes.

You get a paddle ball with smiley face.

- Schools.
- [Melissa] Schools, yay. Yes.

You get a suction cup.

You get a suction cup squishy ball.

Another one?

Don't run. (chuckles)

Yes, in the back. And I see
a mic runner coming to you.

Here, you can bring one
to the person at all.

- Transportation organizations?

- [Melissa] Transportation
organizations. Yay.

Yes.

- Any residential or like,
well, she said long-term care,

but like any rehabilitation facility

that people are even staying short-term.

- [Melissa] You get a
slinky heart and it's pink.

Anything else?

This is just to whet your appetite.

And we're gonna go through what some

of those places that have obligations are.

So, all those places have obligations.

There's more.

Oh, one more please. Yes.

- Any and all healthcare providers?

- [Melissa] Healthcare providers.
- Hospitals,

health clinics.

- [Melissa] Yes.

Yes. Thank you.

Okay. Now, next slide, please.

So, entities with obligations

under the ADA Title II include
- this is just Title II.

Under Title III is where you
get into your businesses,

your nonprofits, your places
that people kind of go things.

But city, town, state,

county, emergency management,

public health, public
schools, public hospitals.

Private hospitals have
obligations under ADA

in under Title III,

as long as they aren't
religious hospitals.

And that is construed broadly.

So, even if they have a
lay board of directors,

it still doesn't have
obligations under ADA.

Yes, please. Question?

Yes. That's question.

Shari's running down with the mic.

Go, Shari.

- I've heard the religious exemption is,

and I've always wondered, it's like,

why is there a religious exemption

for religious institutions?

- [Melissa] I'll give you the-
- For that exception.

- [Melissa] I'll give you the answer

that I'm supposed to give you.

And then, it's about separation
of church and state issues.

- Can you provide what you're
supposed to, and then...

- [Melissa] I'll talk to you.

Yeah, there might have been more

efforts, lobbying efforts

if we didn't include religious
organizations than if we did.

But so, that's the why.

And again, around the ADA

and all these laws, I'm the messenger.

There's things that I
would do differently.

And in most cases, they didn't ask me.

And when they did ask me

when I got to write
comments there and listen.

So, anyway, thank you
for that great question.

And you get a fabulous prize.

You get a brand new car.

You get a purple Volkswagen
for asking that question.

So, also, governor's offices
and state legislatures

have obligations under
Title II of the ADA.

Nonprofits, including
the American Red Cross

have obligations under
title IIIs of the ADA.

Okay. Next, please.

So, those are some examples.

And entities with obligations under V

include anyone receiving federal funds,

including religious entities.

So, if I'm a religious entity

and I take federal money, guess what?

I have obligations. I
have some obligations.

And under V or IV. Yes, please.

Yep. Sorry.

Sorry, Shaylin, for running here.

- Would that include a small private

nonprofit college who only
receives federal funding

like through the students,

so the students receive the
federal funding for grants,

and then that is paid to the
college through the students,

but they receive no other federal funding?

- [Melissa] I wanna give you
my favorite legal answer,

which is I'll get back to on that.

I'm pretty sure,
(attendee chuckles)

I wanna see what the latest case law

says on that,
- Okay.

- [Melissa] but I'm pretty sure, yes.

- I teach at a college
and that was a description

of that.
- [Melissa] Yeah, yeah.

- We do follow ADA but I'm just wondering-

- [Melissa] You don't
have your obligations

under ADA ever, but 504 you...

- Or we follow, we make sure

that there are accommodations
- [Melissa] Right.

- in place for everybody.
- [Melissa] Right.

- I'm just wondering if
there was an obligation.

- [Melissa] And there
is, there are obligations

around the federal funds under
504, but not necessarily.

They are not necessarily under ADA,

but I wanna talk to you
more about that, okay?

So, yay.

Okay, next, please.

And again, you have my
contact information,

so please don't be shy about
getting in touch with me.

That's it?

Yes, thank you so much.

Okay, now, now it's time
for questions from you.

What are other questions
people might have?

Questions? Okay, we'll keep moving on.

Next slide, please.

So, let's look at obligations

under section 504 in disasters.

Obligations under Title
II of the ADA and 504

are virtually identical

and they're functionally identical.

And disaster-related programs

and services must not discriminate

against people with disabilities.

Next, please.

Sorry, I had a change in my slides

and my screen got disrupted for me.

If you wanna step up here just a...

So, programs and services

must comply with ADA and 504 obligations.

And I just...

(Melissa chuckles)

Sorry about that.

And on top of it, my computer
screen shattered on a flight,

I think on the way here,

either the flight or the day after.

So, last night, I was happily
plugged in my computer

and I found the outlet in the hotel room

and life was good and I opened the zipper.

And that's not because
it's a different computers,

because it's something
that I did with this slide.

I think I can touch (faintly speaks)

It's okay. No, it's okay. (faintly speaks)

I'm so sorry.

And it goes across. Okay, okay.

Okay, thank you. Okay, thank you.

So, programs and services.

The programs and services must
comply with the ADA and 504.

And if - 504 if applicable.

It's only applicable of
there's federal money.

So, 504 where applicable.

And some of those programs

are things like exercises and drills.

You're gonna know all about
that by the end of tomorrow.

Planning meetings, not
just for the exercise,

you gotta have the planning
meeting for the exercise

or for the group or
whatever you're gonna have,

the planning meetings,
emergency planning meetings.

Disaster recovery centers, DRCs.

Points of distribution or pods, shelters,

transportations, and emergency
alerts, and notifications.

Next, please.

Thank you. Shaylin to the rescue.

My screen is now...

Until I mess it up again. (chuckles)

To comply with obligations,
covered entities,

a covered entity is somebody
who was an obligation.

The covered entity is the
legal word they use for it.

The covered entities

have to provide structural
and program access.

We're gonna talk about what that means,

'cause program access is actually

an architectural standard, who knew?

Equally effective communication

and non-discrimination
in general operations.

Next, please.

Structural access. What do I mean by that?

For emergency planners,

structural and program
access means that programs

and services must be accessible.

Generally, it means you
gotta be able to get in

and around the building, the
path to travel to the building,

the restrooms, and any areas or services

and programs are provided, including food.

Any place the public is
allowed needs to be accessible.

Next, please.

Now, what's a compliant path of travel?

I'm just gonna go
through this one quickly,

'cause there's like 50 items I
could tell you about in each.

Like in a bathroom,

you don't need to know
about that right now.

But for structural access,
an ADA-compliant path

of travel requires a slip-resistant, firm,

non-skid surface, no
high steps or thresholds.

And by high threshold, I mean
higher than half an inch.

That's really a low threshold.

Accessible restrooms.

And again, it's like 25,
30 standards in a bathroom

that I measure when I go into
bathrooms to measure them.

Compliant ramps where necessary.

Visual fire alarms is not

just about people with
mobility disabilities.

Tactile signage,

all of those things required
for structural access.

Next, please.

To determine if a
facility's ADA-compliant,

consult with somebody
who's familiar with the ADA

and the Illinois building
code requirements,

because whichever is stricter,

whether it's the Illinois
or whatever your state is,

or the ADA Accessibility Guidelines,

whichever is stricter is
the law under the ADA.

And there'll be instances

where your state might be stricter.

So, just check that out.

Find someone who knows how to do this.

What you don't wanna do is ask a person

who uses a wheelchair, is this accessible?

Because unless they do it professionally,

they're gonna interpret that question

to mean, can I get into it?

There's places I can
get into in my scooter

that aren't compliant.

There's probably places

I can't get into my
scooter that are compliant.

And people, when I train people

with disabilities to do access surveys

they'll say, I can get in,
and it's like, I don't care.

Is it compliant?

Or someone, they'll say, I can't get in.

It's like we need to fix that.

But in terms of the law, we
don't care. Is it compliant?

So, you don't wanna assume that everybody

with a disability knows how to do this.

You want trained people.

Never assume that any
facility is accessible.

Please, please, please.

You might say it's new.

Sometimes they get it wrong.

Or you might say, well, it's a building

that has to be accessible
so we can have a shelter.

The community center has to
be accessible under Title II,

because it's run by the town.

Doesn't mean it's accessible.

Public schools are sometimes
but not always accessible.

And not all public schools

have obligations to be accessible either.

So, just make sure

you have someone who
knows what they're doing.

Check it out.

Next, please.

I'm gonna give you a couple
words on program access.

Existing construction.

Now, existing construction
means pre-1991, just it's old.

All programs must be accessible.

Not all buildings

or every part of every
building must be accessible.

Programs could be moved

to an accessible part of the building

if it's within a reasonable
geographic proximity.

Now, new is post-1991.

So, arguably, if you had two shelters

literally on the same block
and one was accessible

and the other wasn't, that might be okay,

unless so many people with disabilities

are going to the accessible shelter

that they're being segregated.

So, you need to make
everything accessible,

but I just wanted to give
you the understanding.

Next, please.

Equally effective communication.

Communication with
individuals with disabilities

must be as effective as communication

to people without
communication disabilities.

Communication disabilities
are three things,

visual disabilities,

speech disabilities, and
hearing disabilities.

Next, those are the only three
communication disabilities.

In order to provide the acquired

equally effective communication,

sometimes auxiliary aids and services.

They're called accommodations,

but they're technically
auxiliary aids and services,

which is hard to say.

They might be required.

For emergency managers,
emergency planners,

equally effective communication

means that planning meetings, activities,

and exercises must provide
effective communication

for all events, including
outreach and follow-up.

And as a planner, you
wanna model compliance.

Everybody wants to model compliance.

Is that a question?

Question. Thank you.

And let's get our question
runner down there.

Thank you, thank you, thank
you, thank you, thank you.

- When you're keeping all
of this stuff in mind,

how do you determine
what's actually effective?

- [Melissa] We're gonna get there.

- Okay.

- [Melissa] But you
get two hands clapping.

That's a really, really
good and important question.

So, I'm gonna give some examples

of equally effective communication.

And the bottom line
answer to your question

is ask the person, does this work for you?

Does this accommodation work for you?

And if they say yes, it's probably fine.

And if they say no, you
wanna see what else,

what might be more
effective for them, okay?

And something called
primary consideration.

If they say they want something

with lots of whistles and bells

and something else will get the job done,

then you can give them the thing
that will get the job done.

We wanna first listen
to what that person says

and find out why they're different.

It's really easy to say

that a Deaf person might say

they want a sign language interpreter.

And it's easy to say that
video relay interpreting

is less expensive and easier,

so we can do that as a substitute.

But if you talk to most
people in the Deaf Community,

they're gonna say,

VRI doesn't understand regional
expressions and accents.

And what if your signal
goes and what if it's blurry

and what if it's not a clear picture?

So, it's easy to look at this.

So, talk to the person with a disability.

So, examples of auxiliary
aids and services,

for people with disabilities are things

like allowing someone extra time.

Using a communication board of speech

for people with speech disabilities.

Communication board or speech synthesizer.

Using a pen and paper

or using a screen of
somebody's a speech disability.

Next, please.

Examples of accommodations,

auxiliary aids and services

for people with hearing disabilities

or American Sign Language interpreters

or other sign language interpreters.

Tactile interpreters for
people that are DeafBlind.

Oral interpreters for people
that are oral and read lips.

Video Remote Interpreting,
like I talked about.

And Communication Access
Realtime Translation,

and that is CART, like we have today.

Assistive listenings, like we have today.

And there's another one. Can
anyone think of another one?

It's in front of my face. Microphones.

That's something that provide
equal effective communication.

Next, please.

Now, to plan for effective communication,

you need to know things like how to find

and schedule sign language interpreters

or get VRI equipment.

How do you use electronic
material - assess -

how to get electronic material
assessed for accessibility?

Is your electronic material
screen reader-compatible?

Is it accessible?

If you don't know how to do that,

I'm not someone who knows how to do that,

but my good friends do (chuckles)

at The Partnership do.

Next, please.

Now, there's some general obligations

about non-discriminating
and general operations,

things that are required.

You can't have surcharges.

You can never charge someone
for a sign language interpreter

or a ramp or material in
Braille or large print.

You can't charge anyone.

I thought, oh, that never happens.

It never charges for that

until someone issued a suit
charging for accessible parking.

It was only a $2 fee, but
some people don't have $2.

And it went against the provision

of the ADA and the state of Connecticut.

Connecticut settled with
us. So, that was cool.

Service animals must be
allowed. We talked about that.

You can't have discriminatory
eligibility criteria.

So, you can't say, you
can come to the shelter.

Anyone can come to the shelter

except if you are using IV
drugs or injectable meds.

That's discriminatory
eligibility criteria.

You have to look back and say,

are you giving people
disabilities an equal opportunity

to participate and benefit?

Next, please.

Programs and services must be provided

in the settings most appropriate

to the needs of the person
with the disabilities.

That's the what?

The Olmstead decision. Yes.

And reasonable modifications

to policies, practice, and
procedures must be made.

And we're gonna talk a little bit

more about that in just a second.

Next, please.

Reasonable modifications
are really important.

An examples of them is doing
things a little bit differently

than you normally do them,
than you typically do them.

That might be completing a form
for someone who can't write.

Allowing having someone to have
a support person with them.

Next, please.

Allowing someone who's
having difficulty standing

to advance in the line -

happened with the vaccines
lot - or giving them a chair.

Providing accessible transportation

during evacuations and
emergency situations.

Reasonable modifications aren't required

when they fundamentally alter
the nature of your program.

So, if you have a planetarium,

this is a non-disaster
example, you have planetarium

and the lights have to
be turned on all the way,

that's gonna be fundamental alteration

to the nature of the program,

'cause the lights have to be on fully.

To have a small pen light

might not be a fundamental alteration.

Next, please.

Specific to disasters.

And if we can go to the next slide.

Notification.

Again, this comes under the category

of they didn't hear what
we had to say about it.

Notifications should be
in American Sign Language.

It should be interpreted,
but they must be captioned.

That's the law.

Alternatives to door knocks must be used.

When you're notifying
people the disasters.

now it's here, it's
coming, you gotta get out.

The water's rising.

You wanna use strobe as well.

Knocking on a Deaf person's door

in the middle of the night doesn't help.

Maps must be an accessible
format. Who knew?

Next, please.

And for evacuation,
there's building evacuation

and geographic evacuation,
and they must be accessible.

So, that means information

needs to be in an accessible format.

Verbal instructions should be
interpreted in sign language.

And accessible transportation
must be provided

when it's provided for
people without disabilities,

when it's provided.

So, the ADA isn't giving
and 504 isn't giving people

with disabilities different
rights or more rights.

It's equal rights.

Next, please. Shelters must
be structurally accessible.

They must provide equally
effective communication.

And they must meet general
non-discrimination obligations

and any other building facility
in a disaster emergency.

Next.

And for shelter,
structurally-accessible shelters

must be ADA-compliant,
have the path of travel.

the restrooms, including showers,

and accessible registration,
eating, sleeping,

including accessible cots,

quiet and other areas in shelters.

You are gonna hear about
accessible cots next.

Shari has a story for you.

Next, please.

Equally effective
communication in a shelter

includes on-site interpreters
or video remote interpreting.

Print material in multiple formats.

Tactile sign language for
someone who's DeafBlind,

or whatever the preferred
method of communication is.

Next, please.

Is -

Shelters must meet general
non-discrimination obligations,

including reasonable
modifications to policies,

practice, and procedures,
and allowing service animals.

And that's been controversial
in lots of different settings.

Service animals are allowed.

Next, please.

Sheltering. There need to be quiet areas.

Service animals must be allowed.

I think I've said that
four or five times now.

I hope everyone learns
that or knows that already.

Personal assistance might be allowed.

The person giving
assistance must be allowed.

Personal assistance
services must be provided.

Dietary, specific dietary
accommodations must be provided.

Like someone needs a low salt diet,

someone needs a low sugar diet,

someone needs a gluten-free
diet, those kinds of things.

No segregation or separation.

You don't wanna have
all the disabled people

over this side of the shelter

and all the non-disabled people

all over the other side of the shelter.

Also, you wanna keep families
together and all that.

Next.

Disaster-related programs and services,

as I've said, must be provided in

the most integrated setting
appropriate to needs

with the person with disability.

Always remember that.

Now it's your turn.
What are your questions?

Where should the mic runner go?

If you don't have questions, it's okay,

but if you do, it's okay.

Let's move along, 'cause we
always have lost material.

Okay.

- And I have a comment

Now, remember Hurricane Katrina?

I wasn't there,

but I remember hearing
other people talking

about their experiences

and the communication access

was not provided anywhere they would go.

The stadium, a lot of people

were sent to the stadium to stay there.

Remember the football stadium
where they sent people?

And there were no signs, so
they didn't know where to go.

And also, when you hear
the word captioning

and all of this access to information,

they might have captioning on the TV,

and then they might not.

And they completely forgot about that.

And then, they didn't actually
have the captioning on the TV

and they should have had
that on any of the screens.

And so, as far as trying
to show people where to go

and what to do and information
during Hurricane Katrina,

that was a pretty bad situation
as far as communication

and where to go and to
try to meet families.

And I've heard from
other people's experience

who went through that.

- [Melissa] Yes, and

you get a dinosaur as your fabulous prize.

But yes, Katrina, it was awful.

And things have gotten
better since Katrina.

And we're gonna talk

about laws that are passed since Katrina.

And at the same time, sometimes
there aren't captions,

sometimes those things still happen.

It's not as bad as it was.

There's still a lot of work to be done,

but things have changed
and laws have changed.

And that was really...

Thank you for bringing that up.

Next, please.

Let's talk about institutionalization

during and after disasters.

Next, please.

What are the consequences
of institutionalization?

If we have more time,

I was gonna let you talk
about this at your tables,

but we don't.

When people get institutionalized,

they get lost, they get sick.
(attendee coughing)

If they're sick already,
they get sicker still.

And also, they lose their jobs,

their homes, sometimes
contact with their families,

and their independence.

And we knew this all along,

but the general public
learned really, really clearly

that people die when
they're institutionalized.

Bad things happen when
people are institutionalized.

I remember Hurricane Harvey,
they would take people,

some of which had dementia,
some of whom didn't.

And they went in the
van without the windows

and no one knew where they were going.

And they didn't tell them where they were.

And their families couldn't find them.

And their families didn't want them

to be in a nursing institution,
a nursing facility.

And nobody could find 'em.

It took long-term to find
people. People got lost.

Think about how many people died in COVID.

And people die from all kinds of diseases.

Being in institution
shortens your lifespan.

And one of the reasons is
there's so many more diseases.

And again, if you have a job,
that person got carted off,

because they looked like they
needed to be in institution

and they used a ventilator.

So, they should probably definitely go

to an institution and they lost their job.

And finally, people sadly die.

So, just keep that

in the back of your heads
as we talk about this.

Next, please.

So, there's a thing
called institutional bias.

And institutional bias is the unconscious

or conscious individual belief

or systemic practice that
people with disabilities belong

or better off in institutions
such as nursing homes.

Ageism is always, is often,
but not always a factor.

I have an activity I do where I ask people

to guess when I do a bias
trend, who lives where?

And they'll say, I'll
give them this person.

And their only disability is legally blind

and they have to pick who
lives the nursing home

and who lives in the community.

And they always pick her
as living in the community.

So, no, she lives in the nursing facility.

I'm like, well, why? That
doesn't make any sense.

I said, she's 82. And they go, huh.

But I just told you

her only disability is
that she's legally blind.

Really interesting where you think,

so ageism does play a factor in that.

Next, please.

I'm gonna give you an example

of systemic institutional bias.

This literally bias you
go to an institution.

In recent disasters,
pretty much since Katrina,

Centers for Medicare and
Medicaid, we call them CMS,

they issue these blanket waivers.

They're called 1135 waivers.

And I'm someone whose brain

typically shuts down when
I hear the word waiver.

So, stay with me. We'll do this together.

An 1135 waiver waives
the three-day requirement

that you have to be in a hospital

before you can be referred

to a nursing institution or facility.

It also waives pre-admission screenings

to nursing facilities.

Those aren't great screening,

but it's some kind of screening,

which is better than no kind of screening.

Next, please.

So, what does that mean? This 1135 waiver.

Like so what?

And practical, someone doesn't
have to be in a hospital

before they go to a nursing home.

So, what difference does that make?

What difference it
makes is hypothetically,

if I were to call 911,
because I'm panicking,

it's a disaster, and my PCA never arrived

or I can't get out of
bed for whatever reason,

and it's a personal emergency,

but I'm not dying, I need help,

the paramedics can refer
me to a nursing facility.

Say, why don't you just go to
the nursing facility, dear?

You'll be better off.

And they believe that.

Emergency departments,

so let's say I go to
an emergency department

and they can say, well,

this emergency department's
really crowded.

Normally, we'd have to
have you stay in hospital

for three days

before you could get
referred to the institution

that's hard to get out of.

But under the blanket 1135 waiver,

which our state didn't
even have to apply for,

because it's blanket,

then you can just go directly
to the nursing facility.

Or if I'm admitted to the hospital

and they say, somebody
else is sicker than you,

another patient is sicker than you,

having nothing to do
with my personal health

or your personal health,

we're referring you to
a nursing facility now.

They can do that under that waiver.

There are good things
about the 1135 waiver

that are positive,

but the part that disallows the
three-day stay in a hospital

before you go to a nursing
institution is not one of them.

That makes sense?

I traumatize anyone too much
for talking about waivers?

Okay.

Couple things. Next slide, please.

And this will have more
meaning for you tomorrow.

Evacuating hospitals and nursing homes.

Emergency preparedness requirements

for Medicare and Medicaid

participating providers
and suppliers final rule

is effective November 16th, 2016.

2016 is in there.

And it's the things
that nursing facilities

have to do at that time for evacuations.

All kinds of guidance under that.

You're gonna be getting
copies of these slides.

You'll have access to that document.

And it might come up tomorrow,

might not, not say anything.

Next, please.

And the US Department of Health
and Human Services, or HHS,

has Assistant Secretary of
Preparedness and Response, ASPR.

So, HHS' Assistant Secretary
for Preparedness Response

Technical Resources Assistance Center

and Information Exchange,
TRACIE, it's called ASPR TRACIE,

has compiled resources at
your fingertips document

and that's resources at your fingertips

including a reminder for what
all those acronyms stand for.

So, you'll be good then.

Next.

This document can help
facilitate compliance

with the four core elements

of the Centers for Medicare
and Medicaid services,

CMS rule, that became effective in 2017.

Requires an emergency plan,

it requires certain
policies and procedures,

it requires a communications plan,

and it requires training and testing.

And that might be coming up
in the foreseeable future.

Who knows?

Questions? Next slide.

Whoa.

I'll have to start asking
you some more questions.

Next, please.

Now, we're gonna look at a few other laws

to protect disabled people in disasters.

And I'm giving you a list

and I'll explain them a little bit,

because they take a long time to explain.

But this will just give you a
broad flavor what's out there.

First one,

it's called the Robert T.
Stafford Disaster Relief

and Emergency Assistance
Act, the Stafford Act.

And it's at 42 USC 5121 et seq.

Anyone heard of the Stafford
Act before? Raise your hands.

Hey, lots of you have.

And it created a system

by which presidential disaster declaration

and emergency declarations

trigger financial and physical assistance

through the Federal Emergency
Management Agency or FEMA.

Next, just to give you some context.

Now, you were talking about Katrina

and one of the laws they
passed after Katrina

is called the Post-Katrina

Emergency Management Reform Act

of 2006, or PKEMRA, P-K-E-M-R-A.

And what that does, it
amends the Stafford Act

to direct FEMA to appoint a
disability coordinator, and

the Office of Disability
Integration and Coordination

came from that law, to
ensure that the needs

of individuals with
disabilities are being addressed

in emergency preparedness
and disaster relief.

So, that's one law that's
been enacted since then.

And also, we now have,
next slide, I'm sorry,

the 21st Century Communications
and Video Accessibility Act

or CVAA, public law 111-260.

And it updates federal communication laws

to increase the access

for persons with disabilities
to modern communications.

And this is a site for
that and you can look up.

And basically talks
about modernizing things

and we're not using payphones,
that kind of thing anymore.

What we're using instead.

Next.

Then, next is the Individuals

with Disabilities Education Act.

I put this in for the schools people.

Know I had this in to begin with.

You might be saying what has the IDEA,

which is 20 USC section 1400.

It's passed in 2004. Updated.

What does the IDEA have
to do with disasters?

It requires a free

and appropriate public
education for children

with disabilities between
the ages of 3 and 21.

Why is she talking about this?

She's talking about this,

'cause a lot of times after a disaster,

they'll say, the schools are open

and the parent will get a call,

well, not for your child who has an IEP,

we're not ready for them yet.

And the kid can't go to school

and the parent can't go to work.

And school isn't open to them.

No, it has to be open to them.

You had to bring up
your rights under IDEA.

And we had a situation where a person

who was a high level executive
with a lot of privilege

couldn't get them to open
the school for her kid.

That's against the law.

And so, it happens

and it happens in poor
communities disproportionately,

in communities of color,

disproportionate like everything else.

We'll talk about that
next time, next workshop.

But lots of times,

people just can't get the
school districts to open

and they have to open
kids with disabilities.

When they open to everybody else.

They're not open to everybody
else. They don't have to.

Next is the Fair Housing Amendments Act,

the Fair Housing Act, SEC period 801.

Again, why is she talking
about fair housing?

It protects people with disabilities

from discrimination in
certain types of housing.

What's the big problem people
have after having a survivor?

After surviving a disaster?

Housing.

It's really important to
understand that people

with disabilities have rights

under the Fair Housing Amendments Act

and this formulas for new housing

that have to be built in accessible ways.

So, just know that. Who said housing?

Someone said the word housing.

I heard someone say the word housing.

I heard. Yeah.

You're getting,

you're getting monster slimy ooze.

Ooh.

Very cool. Next, please.

It was over that side of the room. Yes.

Next slide, please.

Well, now, we're gonna look

at inclusive disaster planning strategies.

Next.

So, I've told you who
we have obligations to,

I've told you who has obligations

and what some of those obligations are.

Let's look at how to utilize them

and where we utilize them
and why we utilize them.

So, inclusive disaster
planning strategies.

What you wanna do when you're planning,

people say, how do I meet the law?

You need to learn the law.
It's always a good idea.

You always wanna have people
with disabilities at the table.

Not that they'll always know the law.

You still have responsibility for that.

But you wanna involve disabled people

throughout the process.

You wanna comply with
disability rights laws

before being asked. That's
a really good way to plan

and to welcome the disability community.

And you wanna go beyond
compliance when you can.

And Shari and I are gonna
talk about that next

in the next session, and
we're gonna elaborate on that.

But we'll talk a little more now.

Next slide, please.

And again, you wanna go beyond compliance.

After meeting your legal obligations,

work with people

to prioritize disabled
people's experiences

throughout disaster planning, mitigation,

preparedness, response,
recovery, and reconstruction.

Next.

Okay.

Now It's time for you
guys to do some work,

you folks to do some work.

What I'd like you to
do is list some things,

your organizations,

we can do this out loud,
and we'll jot 'em down.

List some things your organization does

or plans to do during disasters

that's compliant with ADA and 504.

What are you doing right already?

And list some areas where you might need

to work more towards compliance.

So, what are you doing that's compliant?

Where do you need to
work towards compliance?

And take a few minutes and
jot those down for yourselves.

Maybe you have a table spokesperson.

And give you about four minutes.

Who is the first group that
would like to talk about things

that you're doing that are
compliant with ADA and 504

in areas we might need a little
improvement to work towards.

Here's the first group.

Over here. Yes.

You're the mic runner? Shari's coming.

You'll get to hear a whole lot more

from Shari Myers in just a few minutes.

- Hi, I'm Emily.

We talked about our, we are
two very different places.

We have one company that goes
into homes to help people

who are with disabilities, who are older.

And we talked about the obligations

and the disaster planning

for what if there's a fire in the house,

how do you get them out?

How obligated are your employees to stay

and help those people with disabilities

to get out of that home?

It's not your home, so you're not...

Right? Like what are
your obligations there?

And then, in schools,

we talked about one of the
things our school is doing

is working on getting more

of those carry devices in the stairwells,

but our schools are not
equitably distributed.

We have 23 schools.

Like a couple of staircases

in a couple of schools have these things.

And so, that doesn't feel equitable.

So, we're working on making sure

that we're not just providing
resources to some schools.

- [Melissa] Cool.

And your fabulous prize is a
matching three points game.

It looks a lot like another game

that starts with the word connect.

Enjoy. Who else?

What are things you're doing right?

What are things you're doing
right? Celebrate yourselves.

Or areas we might want...

Yes.

- We actually have a entire
emergency preparedness binder

at each one of our facilities.

It outlines the strategic
planning for each emergency.

So, it would outline what
to do during a tornado,

a fire, an evacuation, a flood.

It's a pretty thick binder.

And then, we also do drills

for all of those things
with our staff in residence.

- [Melissa] Drills is absolutely key.

And you get one of
these, it's a smiley face

and you hit the, it's a paddle.

It's a pink paddle, so. (laughs)

You're coming home with
all kinds of things.

Who else?

Let's have one more. Yes, over here. Yes.

That's not far away, so you
don't have to walk far away.

Where's our mic person?

Oh, Shaylin is our mic person.

- All right. We're that
small and mighty table.

No. (chuckles)
- [Melissa] And you are. Yes.

- Well, we both come from development

and delayed disability housing,
and then a retirement home.

And both of us said we have agreements

with other local homes,

so that if we had to relocate residents,

you would have places to
go in those entities, so.

- [Melissa] Great. Guess what?

For being a small and mighty
table, you get a gold car

and your partner gets hands clapping.

Thank you, everybody. Okay.

Another one. Yes, okay.

- Hi.

We talked about for us
at the school level,

looking at when you do
like a 504 plan or an IEP,

which is an individualized
education plan for a student,

a better form that's a
little more descriptive

of the needs of the students.

And I was just explaining
to my colleague here

that what we do in the school level

can sometimes carry
through a person's life.

A lot of colleges
- [Melissa] Yes.

- will look at those plans

from high school.
- [Melissa] Mm-hmm.

- Employers will maybe look back

at some of those accommodations and needs.

So, it's just a very important

to maybe have a better system in place

for what those needs are for a drill

and for the actual emergency plan.

- [Melissa] And the students

will be used to having those rights

and that's really, really important.

So, thank you so much.

And emergency access, emergency egress,

what to do in emergency

should be in everyone's
individualized education plan.

And you get green monster slime.

We're gonna go - we're
just about out of time.

So, is there any pressing questions?

Ah.

- Sorry.

I just wanna build on her point

about the IEP being so vital.

I work also as an instructor at a college

and we have about 30% of
our student population

identify as having some
type of disability.

And then, it is estimated

that another 20% does not
identify as having a disability.

So, our accommodations department

definitely looks at the IEPs

if the students are
willing to supply those,

and we take into consideration

and provide those accommodations.

So, that's a very good point.

And colleges, hopefully more colleges

are looking at those IEPs

and helping those students
succeed by following them.

- [Melissa] Thank you.
You get another Frisbee.

And if I had any dexterity,

I would throw it to you,
but that's a bad idea.

Next slide, please.

And some quick resources.

Equipped for Equity is your
Protection and Advocacy system.

You can call them with any
questions about ADA / 504.

They take a small number of cases.

They're part of a national system.

It's sponsored by the government,

so they're under-resourced
and understaffed and all that.

But sometimes they take cases

and they do information and referral.

The ADA Great Lakes Center,

their only job is to answer
questions about the ADA.

Well, they do events,
they do other things,

but you can call them whenever
you have an ADA question,

no matter how elementary, you can do that.

And the National Council on Disability

produced a document called,
"Preserving Our Freedom:

Ending Institutionalization of People

with Disabilities During Disasters".

And when NCD writes a paper,
they contracted it out

and they contracted it
up to The Partnership.

So, myself and our
former executive director

and our board member, Marcie
Roth, wrote that paper.

So, that's my bias about that.

Next.

Thank you all so much. That
is my contact information.

Feel free to reach out for me.

And now, Shaylin is
gonna say a couple words.