

The Community Preparedness Webinar Series Presents...
Evacuation of Students With and With Access and Functional Needs
April 25, 2011

<Transcription Begins>

Hello, everyone, and thank you for sticking with us. We did have a technical failure, and it looks like we're back online. Thank you for hanging with us, and we will continue our presentation with Marcie Roth, the Director of FEMA's Disability Integration Division. Thanks, everybody, and I apologize for the technical glitch. I will start over again. Seems as though we may have had folks that missed the initial piece of the presentation.

<Marcie Roth>

I am Marcie Roth, the Director of FEMA's Office of Disability Integration and Coordination, and the role of my office is one that I will talk a little bit about in a few minutes. FEMA's administrator, Craig Fugate, frequently talks about our initiatives inclusive of the access and functional needs of children and adults with disabilities. Administrator Fugates says, "It is time that children, people with disabilities, or any other segments of our communities who have traditionally been underserved to be more fully and consistently integrated into preparedness and planning efforts at every level of government." He says, "my experience tells me if we wait and plan for people with disabilities after we write the basic plan, we fail." Here at FEMA, we are working to integrate and coordinate the access and functional needs of children and adults with disabilities into everything that we're doing. As we look at the access and functional needs of students with disabilities, and we look at the inclusive school community, it is important that we're not just planning for children but we're also planning for teachers and faculty and staff who have disabilities. We're also planning for visitors who have disabilities as a part of the plan for the whole school community. What we'll be talking about today is really as we plan for children, as we plan for students what, we're really doing is planning for the whole community. Traditionally, we have planned for easy. We haven't planned for real. We have only been planning for those folks for whom we had what we thought was a simple solution. But in every school community we're going to have children, staff, visitors, who have access and functional needs, and we need to be planning accordingly. At FEMA, we're taking a whole community approach. That means that we, number one, need to be understanding in meeting the true needs of the entire affected community. That means that we need to be considering the needs of children who are deaf, children who are blind, children who have mobility disabilities, guests who have communication disabilities, people who have intellectual disabilities, cognitive disabilities, mental health disabilities, and really understanding and incorporating what it is going to take in order to be able to have a plan that works for everyone. It also means engaging all aspects of the community, so that means engaging the folks in our communities who can help in defining needs and devising ways to meet them, and it also means rather than

reinventing any wheel, it means to strengthen the assets, institutions and social processes that work well in communities on a daily basis to improve resilience and emergency management outcomes.

In our school communities we need to be looking at what does it take to successfully plan for the whole community? What's already working that is in place that is experiencing enjoying success? Then we need to use those lessons to plan appropriately for evacuation of children and others with access and functional needs.

I want to take a moment and bring us all to the same page when we're talking about people with disabilities. 20% of the population are people with disabilities, 56.4 million Americans--you may often hear people refer to 54 million Americans. I always add the other 2 million people who live in institutions because they don't even get counted by the census. That's about 20% of the population, and I am going to talk a little bit more in a few minutes about some of the breakout in that. 12% of all children birthed 18 years old have disabilities, 10% of all adults, 38% of all seniors and there are 11 million people over the age of six who require personal assistance services with every day activities in order to maintain their health, safety, and usual level of independence. Globally, in fact, there are about 650 million people with disabilities. I am now going to show a slide, and this is from the New Madrid seismic zone. These are the eight states in the New Madrid seismic zone. Those are Illinois, Indiana, Kentucky, Tennessee, Alabama, Mississippi, Arkansas, and Missouri. And in that slide what you will see is that the percentage of the population that has disabilities is actually significantly higher in many areas, so when we say 20% of the population has a disability, that's really not accurate in many places. In fact, in most of the counties in a couple of the New Madrid States, there are as many as 25.7 to 32.7% of the population people with disabilities. If you extrapolate the number of children in school on a daily basis, and the number of staff and faculty, and visitors, we're talking about a fairly sizable percentage of the population, and we need to be planning accordingly. It is of the utmost importance when we do our planning that our planning is based on some real and not just easy statistics. The Office of Disability Integration and Coordination has a role to provide support across the Federal Emergency Management Agency and with our federal partners and with states in support of our states and with all of our stakeholders to in accordance with federal civil rights law and regulations to provide guidance, tools, methods, and strategies to integrate and coordinate emergency management inclusive of individuals with access and functional needs. So our role, in support of our states, and for the purposes of this discussion, is to make sure that we're not planning something separate or special or that we're not providing guidance on separate or special planning, but rather that we're providing assistance to states and local governments and all stakeholders to integrate the access and functional needs of students and others with disabilities in evacuation. Richard Devyelder will talk at much greater detail about the specifics of that, but I wanted to make sure that the role of our office was very clear, and if I could summarize what that role is, I would use our motto, and the motto of our office is "baking it in, not layering it on," and what that very simply means is that we want to be part of the

ingredients of the plan. We don't want to add on or layer on at the end the additional access and functional needs of children and adults with disabilities.

One of the many ways that we are working to provide that kind of support is by placing regional disability integration specialists in each of FEMA's ten regions. We have put up a slide that will show you who those folks are and the states that they support. They're available to those states to provide assistance as we do inclusive planning, preparedness, response, recovery, mitigation.

We do this as I mentioned earlier in providing guidance that is in support of the various federal laws that prohibit discrimination in emergency programs on the basis of disability. Those federal laws include the Americans with Disabilities Act which is of course almost 21 years old, the Stafford Act, the Rehabilitation Act of 1973, which is almost 38 years old, the Fair Housing Act, the Architectural Barriers Act, the Telecommunications Act, and then especially important as we're having this discussion today, the Individuals with Disabilities Education Act which is the law that provides for a free, appropriate, public education for children with disabilities.

So each of these provides affirmative obligations and prohibitions of discrimination on the basis of disability, and it is in providing guidance that FEMA supports the assurances that children with disabilities that others who also have disabilities are being protected from discrimination in emergency programs.

Administrator Fugate and FEMA are committed to compliance with the Americans with disabilities act and in fact Administrator Fugate has frequently said that complying with the Americans with Disabilities Act is not optional, so we provide quite a bit of support to guidance, tools, resources to assist in this process, and today's webinar is one good example, and our inclusion of Richard Devyelder and the message he will be bringing in a moment is really in support of that.

Some folks may be unfamiliar with the term access and functional needs, and I think Richard will talk more about it, but I wanted to just take a moment and say that we look at functional needs as being very different from the acute healthcare needs of individuals and we no longer refer to people as having special needs. We refer to them as access and functional needs. People have physical or architectural access needs. They have programmatic access needs. They have access to effective communication needs in order to maintain their usual level of health, safety, and independence.

So these are the access and functional needs that we're talking about, not special. We look to universal design wherever we can for accessibility and rather than having an additional approach we look to design for all, and again the goal is maintaining health, safety, and usual level of independence.

People with disabilities are primarily not patients. They may have acute healthcare needs just like people who don't have disabilities may have acute healthcare needs, but we have typically in our evacuation planning thought about children with disabilities as patients when in fact that is not accurate. During evacuation, unless someone is in a medical setting or requires the direct supervision of a registered nurse or physician, that individual is not necessarily someone who has a need for acute healthcare, and for that reason we need to be planning as a part of our federal plan to meet those access and functional needs

alongside the rest of the community.

At FEMA we're committed to moving away from thinking about people with disabilities as liabilities in the emergency management cycle. We need to be thinking about children and adults with disabilities as potential assets and so what that requires is that we include people in all aspects of planning. That means that we include our children with disabilities, with their peers, in all emergency preparedness activities. That we give children with disabilities the opportunity to fully participate in alongside their peers in all aspects of career development. That means we need to be working towards identifying career opportunities for young people with disabilities and Homeland Security.

I have talked quite a bit about some of our language changes, and I think Mark Twain said it better than anyone when he said "the difference between the right word and the almost right word is the difference between lightning and a lightning bug." It is important that we're using language because language drives behavior. When we continue to think about these needs as special needs, then we're unable to integrate them successfully into our plan for the whole community. So we work hard at changing our language because that really is driving our behavior. In closing, when communities integrate the access and functional needs of children and adults and without disabilities in all phases of community wide emergency management and strengthen their ability to prepare for, protect against, respond to, recover from and mitigate all hazards. In doing this work, we work with many partners. We have had the great pleasure of working with Richard Devyelder, first when he was the adviser to the secretary of the California Emergency Management Agency and head of the California Office for Access and Functional Needs, and Richard as subsequently joined the Obama administration and serves as senior adviser to Secretary of Transportation LaHood, Roy LaHood, and Richard's role there as senior adviser for successful transportation has furthered our opportunity to work with him and the Department of Transportation as we look at evacuation of students with and without access and functional needs. It is my great pleasure to turn over to you Richard -- turn this over to Richard Devyelder so we can talk about some of the specifics of the evacuation issues. Thank you very much.

<Richard Devyelder>

Thank you, Marcie. And good morning and good afternoon to everyone. I know we're all different time zones on this webinar today. We appreciate you joining us, and we are going to go through some evacuation discussion, and then we'll give you time to shoot questions our way so we can do a little Q&A. Obviously we got off to a late start, so we hope you indulge us and understand we're probably going to go past 1:00. So what we need to do is identify access and functional needs as Marcie talked about

before, during, and after disaster, and integrate elements and resources into all aspects of emergency management systems. In the role of assuring that we're planning and responding appropriately to children, whether or not they have an access or functional need, is critical that it is

put into the process of what's going on.

Some of the things I will talk about today is if we're in a school

environment, and it is very important that you will see even thinking in school environment that you can take many of those things and transition them over to what it is like to be in the neighborhood or community for children.

So challenges to the decrees, silo effect, separateness, and the burden factor. We need to make sure our challenge and look at the silo effect, separateness, and the burden factor. We need to weave preparedness activities into daily, weekly and monthly activities so not considered extra or in addition to but as Marcie said, it is baked in and not layered and standard and regular part of life's tasks, examine I like to say -- and I like to say it is no longer special but just what we do and that's how we really need to plan.

Students need to first of all unlearn helpless syndrome. Often times they're taught especially if they have an access or functional need that someone will assist them and often times are at the level where they know how to do things on their own but we really want children to understand that they're not helpless. We want them to know that they have some control, and we also want them to be prepared.

There is lots that a child can do besides waiting for help to come and it is our responsibility to make sure we teach children to do that, whether or not they have an access or functional need doesn't matter. There are things that they can do.

The first thing that we want to really point out and we talk about a lot in planning is establishing support teams. We really feel this is critical. So what we need to talk about is often times people say we need to have a buddy. Let's look at what's wrong with the buddy system.

First of all, the buddy system and its weakness is that it is person and location

dependent meaning person may be absent, a student may be in an area different from the usual occasion and there may be guests like parents or grandparents that may be outside who may have some level of needs or need for assistance that we're going to want to be prepared to provide. So we want to trash the buddy system, and we want to go for a universal team approach. If everyone is trained and everyone can help, then everyone knows what to do. Although we're talking about evacuation today, we really need to think of all the factors. You can use a universal team approach if you are in lock down or sheltering in place, so it is really, really important to consider that in the process of how to train and what to do with children.

Support teams are people who will help in the emergency as needed. They should be people who are regularly in the same area, so it could be in the same classroom, same lunch area, where people take recess and breaks and so forth. We need to conduct practice sessions to ensure the individuals chosen are capable of offering assistance that's needed, so whether it is assistance that a child with access and functional needs needs. You

have to make sure they're strong enough, they can communicate clearly and can guide safely because those are going to be all very important steps that individuals need to do to be able to assist one another. And also, we need to teach students how to intimately create a support team around them because we're not always going to be there for them as adults, and there may be situation that is occurring if we're out on recess

or there are only a couple of adults that may be supervising and something may occur, and you may need to quickly do a support team. There has been a lot about us without us in the planning process. I want to take a few minutes to talk about how do we plan properly? Who in addition to the traditional stakeholders should be at the planning table? What we're going to try to do is see if we can show you a couple videos in regards done by the California Emergency Management Agency on the evacuation so we'll give it a shot and see if it is going to work.

<Videos>

<Richard Devyelder>

It is really people who have mobility impairments who depend on public transit to get around and those who may not have cars and may have some level of need for assistance and are not necessarily going to need it to be entirely accessible. They may have durable medical equipment like a wheelchair, a shower chair, a lift, and they'll need to be able to maintain themselves in a general population shelter. As a first responder, it is critical you work with the individuals to take their equipment. A functional need, most of the time, is not a medical need whatsoever. It is about a person's ability for mobility, to be able to communicate, and the majority of people with disabilities live permanently in the community, and that's so critical for everyone to remember in a disaster. That shouldn't change.

<from video..inaudible>

You may need to assist people who don't speak English, older people, children, people with thinking, remembering -- (inaudible) .The role of emergency managers and responders.

< Richard Devyelder>

The important thing for emergency managers and one of the things we try to talk about in our training in our classes is, number one, you're not going to be able to be prepared for everybody. But having certain things in place, to assist the general population, and people with disabilities is important. So what you need to know when you are doing evacuations is if you do not have a wheelchair accessible vehicle as part of your plan to evacuate, what's going to happen is you will come into someone like myself and you're going to have to evacuate me without my wheelchair and without my durable medical equipment and that's not me. That's hundreds of thousands of people with disabilities. When you are not prepared in terms of having those types of vehicles and the drivers to assist you with that evacuation, you will constantly run into people you will have to pick up and evacuate without their durable medical equipment and you will put them into a shelter environment where they're going to be dependent on everyone else for everything that they need from using the restroom to being able to seat. So what I always say in planning is we need to focus less on trying to focus on every individual in our community because you are not be able to. In California we probably have 10

million people with disabilities and that's not including the aging population. But you need to focus your planning on what resources can we have in place that will best mitigate the issues that we are going to run into when we're doing evacuations.

<Matthew Bettenhausen>

You have to work with your transportation agencies such as para-transit organizations. You have to work with people like meals on wheels who have contact with people who are home bound, in-house, in-home service providers are another good resource, and then you need to include them in your exercises. We have had some great exercises, some that I attended here in Sacramento and down in Fresno, where we actually asked those with disabilities to participate in the exercise because that's when you really learn the gaps, their needs, and how you can improve your planning process and your preparedness to deal with them.

<Georgianna Armstrong>

I think it is the next obvious frontier in emergency management. I think if we look at the things that went wrong in recent events, it is pretty clear if we don't preplan for that portion of the population that's going to need additional help, it is not going to happen. Because in a disaster, our first responders are already overwhelmed, and what we need to have is a community response, and if we haven't preplanned and incorporated that community response, the response is going to fail.

LMEA, The California Emergency Management Agency.

<pause>

<Richard Devyelder>

Okay, we apologize. The first video unfortunately froze up on us. At the end of the presentation I will give you the link where you can actually see this video in its entirety. What we're trying to do is show you clips from the video. When talking about evacuations and who should be at the planning table, we need to look at a variety of groups. First of all, students including those with and without access and functional needs, teachers, teacher aids, parents, administrative staff, facilities and maintenance staff, community based organizations, transportation providers, both public and private, the Office of Emergency Management, first responders, including law enforcement and fire, school districts, schools, and transportation services must be integrated into all local plans, and I cannot say that to you enough. Without the integration of what's going to happen with the school and into the local plan, can cause a lot of issues and problems and when we did our planning when I was in California we made sure we invited the school districts to the planning table to discuss what the plans were overall if evacuation were to occur.

The next video we want to show you if we can pull it up it the role of transit providers which is also from the California Emergency Management Agency's Transportation Toolkit.

<Don Boland>

Transit can bring to the table an asset that we never took a look at that is in the central part of emergency service and disaster recovery and response. Those assets can be the massive organized and professional movement of personnel in an evacuation from a place of endangerment to a place of safety, and it also has a structure which allows to us move emergency responders or shelter personnel into an area of an organized fashion under a professional management system. They can also bring eyes and ears on the street as to what the reporting is as the incident is developing because they're there and they see it every day.

< Richard Devyelder>

You have a critical role. If you're an emergency manager and your plans don't include you, you must insist that you play a role and that you're a part of the plan, the exercises and drills that do you and also that there is an agreement in place so that you understand how you will be reimbursed for your costs to be able to assist because it is clear in understanding that you may not (indiscernible) so you may not have many drivers, vehicles, dispatchers, whomever, whom may be on overtime to get things done. You have to be a part of the overall plan and you have to be committed to making that happen and you have to be a resource to the Counties saying we want to do this, we're here to help you out, let's figure out how we can make this work as a County and as a group.

<Paul Linder>

As a transportation provider, we realize that we have a huge resource that's available for assisting in evacuation the of residents if the need should arise. It is sometimes forgotten we have one of the largest transportation facilities available for this type of thing, and we should use it. Very few districts realize that they could be called upon to provide not only transportation services but bodies to operate the buses.

We polled our employees and asked them who would be willing to provide service in the event of an emergency. Our response was overwhelming. Public employees have that drive to wish to help the public. Public employees have that drive to which to help the public.

<Steven Goff>

The most important thing a transit agency could do is take the initiative and outreach to their jurisdictional emergency manager, whether it is the city, or the County, the OA, and really try to make that connection and try to get a seat at the table at the EOC to be willing to send those liaisons or subject matter experts to the EOC to provide the kind of input and information that decision makers need to properly use transit. I think it is a critical piece.

They have to, number one, educate their drivers, their personnel, to have a first responder mindset, so that when an emergency takes place, you know, drivers or light rail conductors, I am not sure if that's what they're called, know in their minds that they need to be available to help with the emergency and also their own families have to have a plan in place and so they don't have to worry about the

families, that they can respond. I think it is absolutely key.

< Richard Devyelder >

So when we think about evacuations, we think of a lot of different scenarios that may occur. The one thing I want to say to everyone to understand is the transportation machine does not exist to evacuate everyone. The local planning as to what's going to occur and people being able to individually evacuate themselves is important. Obviously when school is in session the role and ability of transportation providers that is regularly provide school transportation services is going to be focused on the schools and the kids first. When school is not in session there is suddenly another asset to be able to assist and provide evacuations in the community.

Often times when we think about evacuation of people with access and functional needs the first thing we think of is an ambulance. We would like to you not think that way. We would like everyone to understand that the majority, 99% of evacuations of people with access and functional needs, does not need to be equivalent to an ambulance. We often times think

paratransit has the primary role. They certainly play a role in providing that service, but they also are going to be limited in what they can do depending on the degree of the incident, how much assets are really available to paratransit and also the number of people they already have out in the community that they're going to be responsible for on some level of getting back to either their location or to a shelter environment will limit their ability so that planning and coordination is certainly very important.

School system. We talked about a little bit. The bus system or transportation system for schools is also very critical in how it fits into its role. That's where the local planning is very important so that everyone knows under what scenarios occur how they will be of assistance or also how much assistance they are going to need to evacuate and move

kids from a school, especially when you begin talking about people with mobility disabilities where they're going to need wheelchair lift type of vehicles.

Fixed route buses is an option also. Very limited in terms of number of mobility devices that you can get into in a fixed route but if you have individuals with different types of sensory disabilities, you can accommodate many of them on the fixed route or larger over the road type bus.

Trains. That's obviously an option in neighborhoods whether it is light rail available, a commuter train, those kind of evaluations will certainly occur. Obviously when you are evacuating a school there is a much different scenario. We won't just throw kids on a train and take them to the next location and certainly the plan in terms of communicating with parents when an evacuation occurs is going to be critical.

Here is a list of transportation resources that may or may not be available in your community, that may or may not be part of evacuation planning. But what we ask is in the planning process at local levels they do an inventory of the different types of transportation services available to them and if are you in a rural area and limited to the number of transportation services and school in the rural area,

certainly we ask the planning occur with your neighbors and then when we look at mutual aid, that we think about mutual aid not just in terms of the need of first responders, but also look at mutual aid in terms of the need of people with access and functional needs. You're looking at ADA paratransit, dial a ride, nonprofits, area agencies on aging, regional centers, taxi systems, nonmedical emergency services, school districts, adult day healthcare centers, airport shuttle buses, airport car rentals, and aging center vendors, and healthcare or other types of vendors.

If you want to learn more about the evacuation tool kits we talked about today or to see the video in its entirety, you can go to the California Emergency Management Agency website which is www.CALEMA.CA.gov. Click on the office for access and functional needs link in the left column and it will take you to the Office of Functional Needs part of the website which includes the video tool kit. That's it, and now we'll take time to field questions.

<Tom Crane>

Great. Thank you, Richard. Again, that was Richard Devyelder <pause> from the

US Department of Transportation, also presenting today was Marcie Roth with FEMA's Office of Disability Integration and Coordination. We would like to thank both of our presenters today and also want to give the online participants a chance to ask any questions, so in front of you there is a chat pod and you may type in on your computer and select submit at the right arrow to the text field.

Here in our office we can field questions and select some for our presenters to respond to. Again, we want to thank everyone for joining us. As we receive questions, I just want to provide a couple of reminders as Richard noted the Cal EMA link for the videos, we'll post that at the end of the webinar and also I want to remind everyone that this webinar is being recorded and you can view this and share this with your friends and colleagues at a later time, and also I want to say that if you want advanced notice of these types of webinars, you can go to Citizencorps.gov and request news alerts and that way we can notify you via email every time we have a webinar coming up.

Again, for the community preparedness webinar page, it is available on citizencorps.gov, and that will be the page where you can view all the recordings. Thank you, everyone, for joining us. I see we have a lot of questions coming in. We'll begin trying to field those as soon as we can sift through them. Thank you all for joining us. Give us one minute.

<pause>

<Marcie Roth>

We have a question from Michael Jackson, and the question is, "is there a specific time that a plan should be completed for functional needs?" I would say that time would be before there is a need, the plan and it is time to plan beginning now, the fact that you joined this call will indicate that you are already in the planning process, and the earliest steps that you can take after this call are to start to think about who all needs to be a member of the planning team, who can you invite to the planning table, not just simply the folks inside the school but

who are the folks in your community? Who are your independent living center partners? Who are your transportation partners? Who are the folks in your emergency operations center or as part of your citizen corps cert team. All stakeholders who may be engaged in planning for emergencies and disasters could be great partners in this process.

<Tom Crane>

Thank you, Marcie. The next question on the board is from Joe Pandolsa and Joe says glad to see you debunk the value of the buddy system protocol. What are your thoughts on the protocol in schools that call for children with disabilities or injured to be left behind in a room of refuge? Richard?

< Richard Devyelder>

That's a very good question. It is not just children but also outside of schools and high rise buildings and there is a lot of discussion about what

do we do? Buildings are being built differently to be able to sustain a fire for a certain period of time and that is actually why the buddy system is not working and support teams are important and give you an example of

myself, I am on the eighth floor in a high rise building in my office, and my support team is a part with me from beginning to end, so I would have at least two to three people at all times, whether I go to the refuge area to wait for first responders or for us as a team to determine whether or not I should evacuate. So what we recommend is that at least part of the support team remain with the individual during the evacuation at the refuge area that's been identified. What's really important is to teach students in the schools if they're part of that team and they're going to the refuge, maybe the other half of the team will go down or outside of the school where first responders or administrators are to at least notify that there are a support team with individuals providing assistance at whatever location it is.

<Tom Crane>

Thank you, Richard. Another question we see on the board is from the University of Wisconsin Police Department, and they ask, "how would you suggest a University integrates their evacuation planning with other local units of government?" Marcie Roth, would you like to answer that question?

<Marcie Roth>

Sure. I would be happy to. I know that many universities are already successfully working with the larger community on integrating their plans, and I also know that there are several national groups being led by university folks who are working on this, so I would say one of the strategies would be to connect with those groups that are working on this. I know that there is -- I can't give you the specific link but maybe the Citizen Corps folks can follow up and provide it to the participants. There is a higher Ed in emergency management, the International Association of Emergency Managers as well, and their student division, you know, these are folks working on this on a daily basis. But simply in your own community approaching the Emergency Management Office at the university or approaching the Emergency Management Office in the town and if you're from one side or the other,

and just starting that dialog, I think there are tremendous resources to be offered from each to each.

We at FEMA are happy and regional disability integration specialists I am sure would be happy to work with you if you need additional assistance in identifying who some of those folks might be. One other question I will answer because I see it on the list several times is that people are asking about the status of our region 4 disability integration specialist, and I just want to let folks know that is a process that is actively underway and we do anticipate we'll have someone on board in region 4 very soon. Additionally, we have just sent out a recruitment announcement for the position in region 6 that is specifically recruiting folks who have a Schedule A hiring authority, Schedule A hiring certificate, so if there are people who have that designation and want to make application, they can follow up with us as well and apply to that position.

<Tom Crane>

Thank you, Marcie. I think we have time for one more question. I see a question on the board from Susan Henderson, and she asks is there a typical agency within local governments that we should check in on the status of planning that would be leading, coordinating emergency response evacuation and those planning efforts and here to answer that question is Richard Devyelder from the US Department of Transportation.

< Richard Devyelder>

Yes. Very important question. A couple of parts to the question is, number one, your local Office of the emergency management has lead role in doing planning, and, number two, when you are beginning to talk about public health issues, it would be your local department of public health. They should be coordinating with one another, too, in terms of what occurs on based on different disasters. But when it is a public health disaster, it is the Office of Public Health and anything other than that it is typically the Office of Emergency Management that is doing the planning with obviously the first responders in terms of what will occur in your local area.

<Tom Crane>

Great. Thank you, Richard, and thank you, Marcie Roth as well here at FEMA.

At this time, we're going to put a quick poll up for all the online participants to answer and following that poll I am going to leave up the contacts to the regional disability integration experts over here because I see recurring questions, so that folks can reach out to the right people in their region. But now we're going to go to the poll. I hope everyone enjoyed this presentation and found it useful. Again, we will be posting this presentation on citizencorps.gov if you would like to share this with others, we would be happy to get more users to view this recording.

We thank you all for joining the Community Preparedness Webinar Series, and we will see you in about a week or so with our next webinar. Thank you. [event concluded].

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