



# **Planning With the Whole Community - Disaster Preparedness and Communication**

Moving to the new model



# Step 1: Eliminate discrimination in our thinking and vocabulary

Putting labels on people is counterproductive. “Special” is Not Equal



# “People with disabilities”

## A protected class:

Protected from discrimination as defined by the ADA and other state and federal civil rights laws that detail the right to equal participation and the use of services.

1. More people have life limiting conditions than is commonly recognized.
2. Variation in human ability is ordinary, not special, and affects most of us at some point in our lives.

# People with Access and Functional Needs

1. People first
2. Describes a class that expands and contracts based on the situation
3. Allows for people with life limiting conditions who may not be included in the “people with disabilities” category



# Step 2: Plan “with” not “for” Everyone in the Community

Organize a Task Force



# Federal law mandates “Inclusion”

Pandemic and All Hazard Preparedness  
Act of 2006

Executive Order 13166

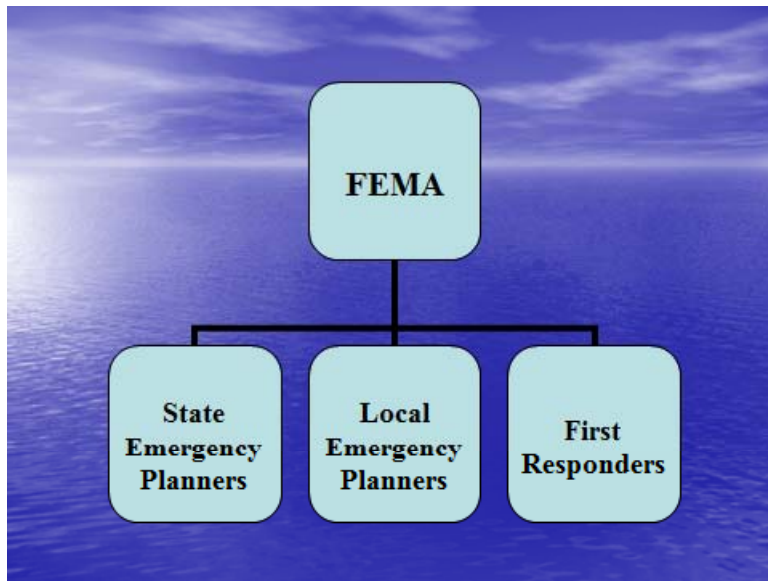
Post-Katrina Emergency Management  
Reform Act (PKEMRA) of 2006

See FEMA’s Non-discrimination Principles of the Law:

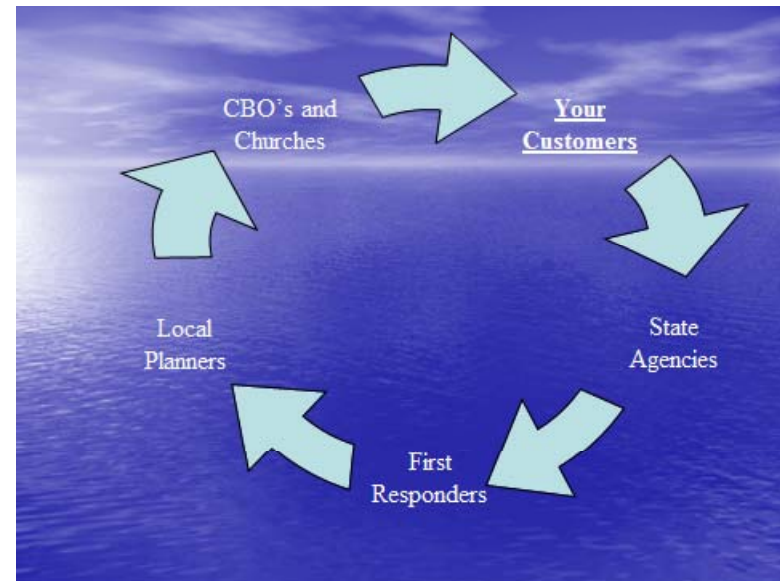
<http://www.fema.gov/oer/reference/principles.shtm> laws

# Planning Flow Chart

typical



revised





# “Special Needs” Registries

10 years of experience indicate that they do not work.

People with unrealistic expectations of service may not provide for their own preparedness.

Legal requirements of the ADA



# Pre-location: Working with Whole Community Resources

1. Some people with access and functional needs are affiliated with Community Based Organizations (CBO's) These trusted organizations keep track of their members. They know who to contact. Emergency Managers will find willing allies in CBO's who will work with them to pre-locate individuals.

See: Guidance for Integrating Culturally Diverse Communities into Planning for and Responding to Emergencies: A Toolkit

[http://www.hhs.gov/ocr/civilrights/resources/specialtopics/emergencypre/omh\\_diversitytoolkit.pdf](http://www.hhs.gov/ocr/civilrights/resources/specialtopics/emergencypre/omh_diversitytoolkit.pdf)

# Pre-location: Other Community Resources

2. Emergency Managers must involve other members of the community to develop information. CERT, Neighborhood Watch, Churches, Charities, and Food Banks can be valuable resources.

# Whole Community Planning

1. Identify and locate People with Access and Functional Needs, and people with diverse racial and ethnic, backgrounds in your community.
2. Form sustainable partnerships to build trust with community representatives.
3. Design and test exercises that reflect the community and incorporate scenarios that explicitly involve People with Access and Functional Needs including LEP.



## Step 3: Use the Skills of Trusted Individuals and Organizations

They are the conduit for passing information before during and after a disaster

# Disaster Communication-with the whole community

1. State and local emergency managers are required to deliver disaster information in Real Time
2. The ADA and other federal and state civil rights laws require that information be delivered equally.
3. At least 32 refugee languages are spoken in Utah.



# Real Time Information Network for Refugees in a Disaster

Requires the Cooperation of

Refugee Community Organizations

State Refugee Resettlement Authority

Office of Emergency Management

Disaster information







# Preparedness for People with Disabilities and other Access and Functional Needs including LEP

Pandemic Flu Mitigation

72 Hour Emergency Kits

Preparedness Brochures



## Step 4: Build Capacity for Culturally and Linguistically Appropriate Services (CLAS)

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