

*If I could go back:*

How to better prepare for a natural disaster and beyond

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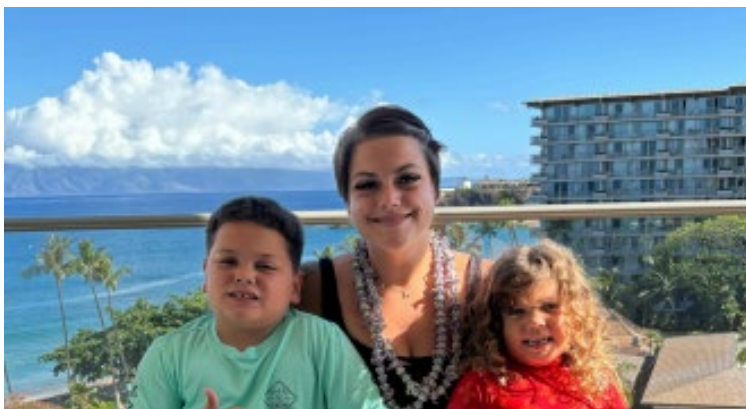
KATE DUCHENEAU, DIRECTOR OF H&V HAWAII, FIRE SURVIVOR

JENNIFER CLARK, EARLY CHILDHOOD D/HH SPECIALIST HAWAII

PAULA PITTMAN, DIRECTOR OF SKI-HI INSTITUTE

**O U R HOPE:** inspire families and professionals to have  
pre-disaster conversations.

*“Because you never know when the day before...is the day before. Prepare for tomorrow.” —Bobby Akart*



**Kate Ducheneau**

Kate has two children and spouse are hard of hearing and is the Hands & Voices Hawaii Director. She is an advocate in the state of Hawaii and local community.

Rights for D/HH children, equal communication access, and equitable education are her priorities. Following the Lahina wildfires, Kate found a calling in assisting families within her community in reestablish their IEP services and supports.



**Jennifer Clark**

Jennifer Clark, M.A. is an Early Childhood Deaf and Hard of Hearing Specialist for the state of Hawaii. Jennifer is involved in many D/HH programs within the state of Hawaii including, Hands & Voices, Listen To Me!, and early intervention support programs. Her favorite part of working with families with deaf and hard of hearing children is connecting them with other families and helping them to build a network of support and resources.



**Paula Pitman**

Paula Pittman is the director of the SKI-HI and Deaf Mentor Outreach and Training Programs at the SKI-HI Institute at Utah State University, and has served as a National Trainer for the SKI-HI Institute since 1992. She was a co-creator of the Deaf Mentor Program and was involved in the development of the SKI-HI and Deaf Mentor Curriculum Manuals. As an early intervention practitioner, she has had the honor to serve families who have children who are deaf, hard of hearing, deaf plus or deaf-blind since 1983.

PLAN FOR THE BEST, PREPARE FOR THE WORST

# C.L.I.P.

*Create. Locate. Identify. Plan.*

**Create** a separate email to digitally host your child(ren)'s educational documents.

S.D.IEP@gmail.com

R.D.504@gmail.com

Easy to organize and makes documents immediately accessible.

**Locate** the next closest program/next best option to your child's current placement.

Consider:

- communication access/modality
- specialized professionals and supports listed on the IEP
- access to peers

**Identify** important documents and request digital copies or take a picture of your paper copies. Consider:

- Communication plan
- IEP/IFSP/504
- All assessments
- PWN
- Medical records
- Clinical or educational recommendations from specialists

Create a **plan** and share it. If you are not here, how will someone access these documents? Identify a trusted family member or friend. Consider organizing email folders:

- 24-25 IEP
- Assessments
- AuD./ENT medical records
- 24-25 contact list

# The Art of Pivoting

## IMPORTANT CONTACTS

D/HH District Specialist: \_\_\_\_\_

District Education Specialist: \_\_\_\_\_

Complex Area Superintendent: \_\_\_\_\_

Your Child's School: \_\_\_\_\_

Your Child's IEP Care Coordinator: \_\_\_\_\_

619/IFSP Coordinator (preschool): \_\_\_\_\_

Department of Education, State Office: \_\_\_\_\_

FEMA Language Access Services: FEMA Helpline (800-621-3362)

To Report A Civil Rights Violation: [\(202\) 514-3847](tel:(202)514-3847)

[1-855-856-1247](tel:1-855-856-1247) (toll-free)

Telephone Device for the Deaf

(TTY) [\(202\) 514-0716](tel:(202)514-0716)

### C.L.I.P

- ☐ **Create a separate email to have your child's educational documents sent to and easily accessible.**
- ☐ **Locate the next closest D/HH program to your child's current placement**
- ☐ **Identify documents to request a digital copy of:**  
Communication plan, IEP or 504 Plan, All Assessments conducted, All PWN
- ☐ **Plan: Email a copy of the above contacts with the year in the subject line (EX: Contacts 24-25 SY) to your child's educational plan email.**

## EDUCATIONAL EMERGENCY PREPAREDNESS CHECKLIST

The checklist below is a tool you may use in the event of a catastrophic event that causes loss of home, school or both.

☐ An easily accessible email or electronic storage space has been set up to store your child's medical and educational records and documents and the password to access the account has been shared with at least two trusted relatives or friends.

☐ The following documents have been placed in my child's secure electronic information space:

\_\_\_ Hearing Evaluations

\_\_\_ CI/Hearing Aid Information

\_\_\_ IEP/IFSP/504

\_\_\_ Educational Assessments

\_\_\_ School Records

\_\_\_ Historical Documents (medical records showing eligibility, previous assessments, etc.)

\_\_\_ IEP team member contact information

\_\_\_ Copy of Federal Rights/Protections (McKinney-Vento Act)

☐ I have contacted my child's school program and have identified with them who the district homeless education liaison is and I have added that contact information to my child's secure electronic information space.

☐ I have identified educational programs nearby that could support and serve my child's educational needs in case of a disaster. (Ideally all programs within a 60 mile radius in case the emergency situation impacts a wide radius from our current program.)

☐ I have spoken with my district special education director, my child's school principal and my child's classroom/special education teachers to ensure that we have a consistent plan in place in case an emergency situation should impact us. This plan includes possible options for a alternative school location in case a natural disaster destroys homes and our child's school building.

☐ I have shared this checklist and information with other parents of children in my child's school so we can ensure the school has an emergency plan in place in case of a disaster.

# C.L.I.P outside of natural disasters

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Pediatric to adult transition of care

Medical emergency of the primary caregiver

Transitioning documents from guardian to guardian

Legal documentation for advocacy purposes

Transitioning children to and from foster care

Educational transitions: IFSP/IEP/504, across districts or states

Easily accessible way to share documents with specialists, therapists, doctors and case workers (DOH/DOE/EI/MD)

# Additional thoughts

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Consider creating an emergency evacuation plan with your school. Include your child(ren's) hearing devices on the list of items to be evacuated along with your child.

- Access to new listening devices can take weeks to months.

Families have the right to request a FEMA interpreter for any conversations they may have with FEMA.

- Ensure the D/HH child has the same access to information that a hearing child would have.



Mahalo Nui Loa!  
Thank you so much!

To request a copy of the  
“The Art of Pivoting”  
email: [HV.Hawaii@gmail.com](mailto:HV.Hawaii@gmail.com)

