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Disability Support Services

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Policy, Procedures and Guidelines

For Non-Discrimination on the
Basis of a Disability
for
Students Attending
Pacific Lutheran University

POLICY, PROCEDURES AND GUIDELINES FOR NONDISCRIMINATION ON THE BASIS OF DISABILITY FOR STUDENTS ATTENDING PACIFIC LUTHERAN UNIVERSITY

INTRODUCTION

Mission

The mission of Pacific Lutheran University is to empower students for lives of thoughtful inquiry, service, leadership, and care—for other people, for their communities, and for the earth. Students with disabilities are considered fully enfranchised members of the educational communities. Pacific Lutheran University recognizes that traditional methods, programs and services are not always appropriate or sufficient to accommodate the limitations experienced by some students with disabilities.

Definitions

“Handicapped persons” means any person who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment. “Major life activities” means functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. In the context of this document, the terms handicapped persons and persons with disabilities are used interchangeably.

Section 504 of the Rehabilitation Act of 1973 states: “no otherwise qualified handicapped individual in the United States...shall, solely by reason of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

A “qualified handicapped person” is defined as one who meets the academic and technical standards requisite to admission or participation in Pacific Lutheran University’s programs and activities.¹ As referenced in this document a qualified handicapped person is a student with disabilities.

“Reasonable accommodation” means program modification and academic adjustments as deemed appropriate in an individual situation. Support services and auxiliary aids are examples of reasonable accommodation which may be made available under specific circumstances.

¹ Portions of this section are taken from the Federal Register Department of Education Part II, Establishment of Title 34.

The Americans With Disabilities Act states: “No individual shall be discriminated against on the basis of disability in the full and equal enjoyment of goods, services, facilities, privileges, advantages, or accommodations of any place of public accommodation...” and goes on to state “...an individual with a disability shall not be denied the opportunity to participate in such programs or activities that are not separate or different.”

Under the ADA discrimination is defined as (1) eligibility criteria that tends to screen out an individual with disabilities from fully and equally enjoying goods, services, facilities, privileges, advantages or accommodations unless such criteria can be shown to be necessary; (2) failure to make necessary modifications in policies, practices or procedures which are necessary to accommodate individuals with disabilities unless making such modifications would fundamentally alter the nature of same; (3) failure to insure individuals with disabilities are provided with auxiliary aids and services necessary to access and enjoy goods, services, facilities, privileges, advantages or accommodations unless to do so would fundamentally alter the nature of same; (4) failure to remove architectural barriers and communication barriers used in transporting individuals where removal is readily achievable and (5) if removal of a barrier is not readily achievable a failure to offer alternative methods which are achievable.²

PART I—POLICY STATEMENT

It is the policy of Pacific Lutheran University that students with disabilities have access to participation in, and the benefits of any program or activity operated by Pacific Lutheran University. Reasonable accommodations will be provided on a case-to-case basis to students with disabilities as the University finds appropriate. It is the intent of Pacific Lutheran University to provide equal access to educational opportunities, programs and activities in an integrated setting.

PART II—PROCEDURES FOR IMPLEMENTATION OF POLICY

1. An Advisory Group to Disability Support Services will assist in reviewing policy and in providing input relating to facility needs and concerns of students with disabilities. Group members are to provide educational information and recommendations relating to the concerns of persons with disabilities to their departments and colleagues.
2. The Director of the Counseling Center or other designated administrator shall:
 - Serve as the ADA compliance officer to whom appeals may be filed by a student with disabilities who disagrees with a decision of the Director Disability Support Services. (See Appendix #1 for appeal process.)
3. The Director of Disability Support Services shall:
 - Provide information to students with disabilities to facilitate the confidential disclosure of disability and requested accommodations and/or auxiliary aids.

² American Disabilities Act of 1990

- Review documentation of disability and assess requested accommodation; advise students what, if any, accommodation will be made and/or auxiliary aids provided.
- Prepare a Letter of Accommodation for each student's signature outlining accommodations to be provided by Pacific Lutheran University.
- Advise students of their right to and procedure for appeal of Director's decision.
- Act as Chair of the Advisory Group.
- Maintain confidential records documenting institutional responses to requests for accommodation and auxiliary aids.
- Provide in-service training for faculty and staff to develop awareness and understanding of the needs of students with disabilities.
- Work with faculty to coordinate accommodations as agreed between faculty and student.

4. Student Responsibilities:

Students requesting accommodations and/or auxiliary services are expected to take responsibility as follows:

- Provide requested documentation confirming the disability, including medical and/or other diagnostic documentation of disability and limitations.³
- Participate in additional evaluation of limitations, if requested.
- Provide request for accommodations and/or auxiliary aids with supporting documentation in a timely manner.
- Seek funding for specialized support services through other resources including applying for specialized support services from the Division of Vocational Rehabilitation (DVR, which may fund transportation, tuition, textbooks, hearing aids, interpreters, etc.), or Washington State Services for the Blind.
- Make timely and appropriate disclosures and requests at least three (3) weeks in advance of a course, workshop, program or activity for which accommodations are requested.
- Sign the Letter of Accommodation for procedures to be followed regarding accommodations and/or auxiliary aids.
- Upon disagreeing with decisions made by the Director of Disability Support Services regarding accommodations and/or auxiliary aids, promptly appeal these decisions to the Director Counseling Center, following the Appeal Procedure noted in the Appendix #1 of this document.

³ Documentation usually means a report prepared within the last three years by a qualified professional which states the parameters of the student's disability. Currency of the report may depend upon the type of disability of individual students.

PART III GUIDELINES TO ASSURE ACCESSIBILITY TO AND PARTICIPATION IN USE OF FACILITIES⁴

Facilities

PLU will not exclude students with disabilities from the benefits of University programs or activities due to inaccessible or unusable facilities.

Existing Facilities

Each program or activity will be operated so that, when reviewed in its entirety, it is accessible to students with disabilities, through changes such as:

- Relocation of classes, or services to accessible buildings.
- Appropriate signage.
- Delivery of health, advisory, and support services at accessible sites.
- Modification of equipment/facility when appropriate.
- Providing outside entries to buildings that are inaccessible, assuming structural changes in existing facilities are not required where other methods provide program accessibility.

Structural alterations to ensure program accessibility may be made to existing facilities if classes, programs or activities are inaccessible to students with disabilities. Such students may not be excluded from a specifically requested course offering, program or other activity due to an inaccessible location. Every section of the specifically requested course or program, however, may not be in an accessible location. Emphasis will be placed on methods that offer programs and activities to persons with disabilities in the most integrated setting appropriate.

Remodeling projects will be consistent with the Washington Regulations for Barrier-Free Facilities, Chapter 51-10 WAC, or the Uniform Federal Accessibility Standards, whichever promotes greater accessibility.

New Construction

Facilities, or parts of facilities, constructed for the use of Pacific Lutheran University will be designed and built to allow students with disabilities convenient and safe access. New construction will be planned in accordance with the Washington State Regulations for Barrier-Free Facilities, Chapter 51-10 WAC, or the Uniform Federal Accessibility Standards, whichever promotes greater accessibility.

⁴ Portions of this section are modified from the University of California Guidelines Applying to Nondiscrimination on the Basis of Handicap, 1983.

Use of Off Campus Facilities

University classes, programs or activities conducted in off-campus facilities will be in accessible locations for persons with disabilities, provided notice of a special need has been given in a timely manner.

Housing

On-Campus Housing: If Pacific Lutheran University provides on-campus housing/food services for nondisabled students, comparable⁵ on-campus housing and food services will be provided at the same cost to students with disabilities.

Off-Campus Housing: If a listing of off-campus housing is provided, it shall identify units that are accessible.

PART IV--GUIDELINES TO ASSURE ACCESSIBILITY TO AND PARTICIPATION IN EDUCATION PROGRAMS, ACTIVITIES AND SERVICES

Students with disabilities will not, on the basis of disability, be denied admission to, enrollment in, or participation in Pacific Lutheran University degree programs, activities or services, or be discriminated against in admissions or recruitment. Programs or activities that are directly related to licensing requirements may not be modified if accreditation of said program will be at risk, or if a modification would compromise the educational standards of the University nor shall said modifications intrude upon legitimate academic freedom.

Admissions and Enrollment

1. The number of students with disabilities who will be admitted or enrolled may not be limited solely on the basis of disability.
2. Testing under the control of the University will be selected and administered to assure that:
 - a. The test results reflect the applicant's aptitude or achievement level, or whatever other factor the test purports to measure, rather than reflecting the applicant's disability (except where those skills are the factors that the test purports to measure).
 - b. Tests designed for the students with disabilities are available as regularly and in as timely a manner as are other admission placements tests. It is the responsibility of the individual taking the test to make special needs known before the specified test registration deadline and to meet the specific requirements of the respective testing companies.
 - c. Tests are administered in facilities that, on the whole, are accessible to persons with disabilities.

⁵ Comparable means of equal benefit to the student.

3. Inquiries as to whether applicants for admission are disabled may not be made except for purposes of providing appropriate accommodation and for programs that are designed for meeting licensing requirements. It is the responsibility of the student to make special needs known at least three (3) weeks in advance of a course, workshop, program or activity for which accommodation is sought or as soon as realistically feasible. Post-admission inquiries to the student about disabilities that may require accommodation are permissible.

Academic

Academic Requirements: Academic requirements may be modified, as necessary, to ensure that they do not discriminate against students with disabilities so long as accreditation of said classes will not be at risk. These modifications shall not affect the substance of the educational programs or compromise educational standards, nor shall they intrude upon legitimate academic freedom. Modifications may include changes in length of time permitted for the completion of degree requirements (including credit load), substitution of specific courses required for the completion of degrees, and adaptation of the manner in which specific courses are conducted. For example, a student who is deaf may request a program change that would substitute an appropriate history, international education, literature in translation, or cultural studies class for a foreign language requirement. Academic requirements that are essential to programs of instruction (e.g., a French major or minor) to any directly related licensing requirement (e.g., licensing for nursing) are not regarded as discriminatory.

Testing Accommodations Based on Appropriate Documentation: It is the student's responsibility to request test accommodations at enrollment time or at the beginning of a program/course. Testing accommodation, if requested in a timely manner, may include:

- large printed material
- oral tests
- taped tests
- extended test time
- environment free from distractions
- preferential seating (front, etc.)
- alternate format
- transcribers
- readers

Program and Activities

Programs and activities will be conducted in the most integrated setting appropriate. Programs not wholly operated by Pacific Lutheran University that require student participation in educational activities or internships (for example, in connection with student teaching assignments) should assure that these activities as a whole provide an equal opportunity for the participation of students with disabilities. Students who cannot participate regularly in offered physical education classes, or who cannot compete in athletic programs due to disability may be offered physical education or athletic

activities that are separate or different providing that the programs and activities are operated in the most integrated setting appropriate. If accommodation is not possible in a required course, the procedure for obtaining a substitution is available through coordination with the Provost's office, Registrar's office, and Disability Support Services. However, some programs and activities are directly related to licensing requirements and may not be subject to modification.

Academic Support Services for Students with Disabilities

Students with disabilities may request educational support services including academic tutorial services. Accommodations and aids may include:

- registration assistance
- referral to appropriate on-off campus resources, services or agencies
- notetaker services
- arrangements for specialized auxiliary aids, including books on tape/CD, large print, "Real Time" reporting, interpreters, etc.

The use of recording devices, Brailers, service animals or other adaptive devices in the classrooms or campus buildings is permitted. Rules that have the effect of limiting the participation of students with disabilities in educational programs or activities will not be adopted unless the program or activity is directly related to licensing requirements. Programs or activities that are directly related to licensing requirements may not be modified if accreditation of said program will be at risk, or if a modification would compromise the educational standards of the University nor shall modifications intrude upon legitimate academic freedom.

Health Services and Insurance

Student insurance offered by Pacific Lutheran University will be nondiscriminatory. Health Services will provide the same types and levels of service for all students disabled and nondisabled. Student Health Services will provide information to students with disabilities regarding locating specialized health services if the services are not provided through the University.

Financial Aid

Pacific Lutheran University provides financial assistance to qualified students regardless of individual disabilities. Financial aid awards recognize the special needs of students with disabilities, including the possible need for reducing credit loads and extending the time allowed to complete graduation requirements.

Student Employment

Employment through University programs shall not discriminate against qualified students solely on the basis of disability.

Advising, Counseling and Placement Services

Personal, academic, or career counseling, guidance, and placement services are available in an accessible setting.

RECORDS

PLU will maintain records of disability services requested and provided in a manner that is consistent with state and federal law, including without limitation, the federal Family Educational and Privacy Rights Act of 1974 ("FERPA"). FERPA defines both Educational Records and Medical Treatment Records. PLU interprets these definitions to say that "Medical Treatment Records" include the medical records and **documentation of a disability** prepared by professional diagnosticians and evaluators. "Educational Records," as defined by FERPA, include records pertaining to academic accommodations provided by PLU. These are considered to be Educational Records (and not Medical Treatment Records). Records regarding **academic accommodations** may be utilized in the same manner and under the same conditions as other Educational Records. (www.plu.edu/print/handbook/conduct/FERPA.html)

This document is intended to assure that students with disabilities will receive reasonable accommodations to provide equal access to the facilities, programs and services offered by the University.

Credit is hereby given to John Truesdale, Director of Disabled Student Services at the University of Wisconsin, acknowledging the use of his expertise; The Federal Registration Department of Education Part II, Establishment of Title 34; and the Association of Handicapped Student Service Programs in Post Secondary Education.

I. Appeal Procedure for Students with Disabilities

Pacific Lutheran University (PLU) has adopted an internal appeal procedure providing for a timely consideration of complaints concerning accommodations provided by PLU in compliance with the Americans with Disabilities Act (ADA). Students who have requested accommodations or intervention from the office of Disability Support Services (DSS) have the responsibility to maintain contact with this office. A student who experiences difficulties related to the disability or in receiving accommodations must immediately contact the Director of Disability Support Services for early resolution of the problem. If the student believes that the DSS director has been unsuccessful in resolving issues, the student's first step is to inform the director that the resolution is unsatisfactory. Additional efforts will be made to find a mutually satisfactory resolution. If the student remains dissatisfied, the student may file an appeal and request a review by PLU's ADA Compliance Officer.

Procedure

1. Complaints should be addressed to the Director of the Counseling Center or other designated administrator who is PLU's designated ADA Compliance Officer.
2. A complaint should be filed within 15 days after the student becomes aware of the alleged violation.
3. A complaint should be filed in writing (or on audio tape) and must include the name, address, telephone number of the student filing, and a brief description of the alleged violation.
4. The PLU Compliance Officer will meet with the complainant to discuss the complaint within ten business days of receiving the complaint.
5. A preliminary review of the complaint will be made by the ADA Compliance Office. A more thorough investigation may be conducted by the Compliance Officer should the complaint warrant. As part of the investigation, the student will be allowed the opportunity to submit additional information or evidence relevant to the complaint.
6. A written determination regarding the review of the complaint and a description of the outcome of the investigation will be issued by the PLU ADA Compliance Officer with a copy forwarded to the student no later than 10 working days after the investigation has been completed.
7. The PLU ADA Compliance Officer will maintain files and records of all complaints, investigation, resolutions, and correspondence.
8. If the student finds the resolution of the Compliance Office to be unsatisfactory, the student may request a review by the Vice President for Student Life & Dean of Students. The student must provide a written or taped statement including as much detail as is necessary to document the unresolved concerns with the findings of the ADA Compliance Officer. The request for review should be made within 10 business days of the date of the determination by the ADA Compliance Officer. The review will be made by the Vice President for Student Life & Dean of Students and the student will be provided with a written determination within 15 business days. The determination of the Vice President for Student Life & Dean of Students will be final.

The purpose of the above procedure is to protect the rights of students and to meet appropriate due process standards in an effort to provide a prompt and equitable resolution of any complaint.

II. Policy for Students with Disabilities' Participation in Global Education

at Pacific Lutheran University

As fully enfranchised members of the PLU community, students with disabilities are encouraged to participate in the many opportunities offered by global education at PLU. All university policies related to the Study Away program apply equally to students with disabilities. PLU will work diligently to provide reasonable accommodation to students with disclosed and documented disabilities who want to incorporate study away experiences into their degree programs. Such students are responsible to initiate early planning, including articulation of their academic goals, with their academic advisors, Disability Support Services (DSS), and the Wang Center for International Programs.

Accommodations & Accessibility - PLU will attempt to provide reasonable accommodations to enable participation by students with disabilities even though international study programs are not required to be accessible. Although physical accessibility cannot always be provided, PLU will make every effort for program access and will provide as much information as possible on accessibility of its Study Away programs. Students registered with disability services who are eligible for on-campus accommodations are also eligible for overseas accommodations when such accommodations can be arranged. Students are encouraged to disclose their disabilities to the Director of Disability Support Services early so appropriate accommodations and special arrangements can be made in advance.

Costs - In keeping with the Americans with Disabilities Act (ADA), no qualified student will be excluded from any course of study on the basis of disability. Students must be aware, however, that the ADA does not extend beyond the bounds of the United States and, therefore, international study programs are not required to be accessible. Even though other countries may or may not have their own disability laws, students must be prepared to cover costs associated with special needs and services they may encounter abroad. It is the student's responsibility to assure that any funding required for special services abroad is arranged well in advance.

Planning Guide for Students with Disabilities Studying Away

In order for a Study Away program to be successful for students with disabilities, it is very important to plan ahead and research the right program. To make an informed decision about the program that is best for you, carefully consider the following questions as they relate to your disability and potential accommodation needs:

- How are the classroom setting and physical environment in the host country different from PLU?
- What are the physical requirements for walking, lifting and carrying luggage? Is transportation available and accessible? Are streets paved or cobblestone? Are elevators generally available? Are there curb cuts for wheelchair access?
- What are the housing options? Will you need to do your own cooking and laundry? Will you have roommates or be with a family? Are bathroom facilities accessible?
- How is instruction different from forms of instruction you are familiar with? Are classes mainly lecture? Are computers available for assignments and exams? How is learning assessed? What is the host university's policy on extended time for exams? Will you need notetakers? Is there extra cost for tutoring? Will you have permission to tape lectures? Are books available on tape?
- What emergency medical care is available? Is your medical condition affected by climate or temperature changes? Do you have special dietary considerations? Have you arranged for medication to be available? (Do not plan on shipping medication as it may be confiscated or otherwise not reach its destination.)
- How will you arrange communication to and from home? Is there Internet access? Should you purchase a pre-paid calling card?
- Will you need an interpreter? Who finds and funds this accommodation? Is there a difference in sign language since ASL is not universal?
- Is a voltage adjustment needed for special equipment or devices? Are battery types the same?
- Is Braille available on buildings, elevators, classrooms, etc.?
- Be flexible!

Without careful planning, a student's disability could have a negative impact on the Study Away experience. Plan for a detailed discussion of your goals and needs with staff from both Disability Support Services and the Wang Center for International Programs. To assist you with your planning check out the website for Mobility International USA: www.miusa.org.

III. Pacific Lutheran University's Policy re: Service Animals

Pacific Lutheran University Service Animal Policy

I. Policy Statement

Pacific Lutheran University (PLU) is committed to compliance with state and federal laws regarding individuals with disabilities including the use of service animals. Requests for a service animal will be considered on a case-by-case basis and in accordance with applicable laws and regulations. In making the determination of whether a service animal is a reasonable accommodation on campus, PLU must balance the needs of the individual requesting this accommodation for the assistance of an animal with the impact on other campus community members.

II. Use of a Service Animal on Campus

Students who wish to request the use of a service animal as a reasonable accommodation on campus should contact the Disability Support Services office at the Anderson University Center, 3rd floor. They can also be reached by phone or email, 253-535-7206 / dss@plu.edu.

For questions regarding service animals in the residence halls please contact Residential Life located in the Anderson University Center, room 161 or by phone or email: 253-535-7200/ rlif@plu.edu.

Service animals accompanying PLU visitors with disabilities are welcome in all areas of campus that are open to the public (except in situations where the animal's presence would not be permitted under state or federal law). Specific questions related to the use of service animals by visitors on the PLU campus can be directed to the Disability Support Services office. DSS is located on the 3rd floor of the Anderson University Center or can be reached by phone or email for appointments, 253-535-7206 / dss@plu.edu.

III. Procedures for Requesting Use of a Service Animal on Campus

Where it is not readily apparent that an animal is a service animal as defined by state or federal law, PLU may request sufficient information to determine whether PLU can permit the animal to assist a student or visitor as a service animal on campus.

PLU may require that documentation be provided on the letterhead of a medical provider sufficient to allow PLU to determine the following: (1) that the person requesting the accommodation has a disability for which the animal is needed; (2) the animal's training and method in which the animal assists the person

requesting the accommodation; and (3) the nexus between the person's disability and the assistance the animal provides.

Any person dissatisfied with a decision concerning a service animal can appeal to the PLU's ADA Compliance Officer. The directions for this procedure are located on the PLU website; click here for direct link, [Appeal Procedure for Students with Disabilities](#).

V. **Limitations and Requirements for Service Animals on Campus**

Consistent with federal and state law, service animals may be excluded from PLU facilities if the animal's presence poses a direct threat to the health or safety of others or the animal's presence fundamentally alters the nature of the program or activity. A service animal will also be excluded from PLU facilities if the animal is disruptive, its presence would result in substantial physical damage to the property of others, or if it substantially interferes with the reasonable enjoyment of PLU facilities by others.

The owner of a service animal takes responsibility for the following requirements as conditions of bringing or keeping the animal on any PLU facility:

- **Vaccination:** Service animals must have current immunizations against diseases common to that type of animal. Any service animal present in residence halls must have adequate veterinary records to ensure that the animal has a clean bill of health and is current on any necessary vaccinations.
- **Licensing/Owner ID:** All requirements of Pierce County code (PCC 6.04) and Washington State law (Title 16 RCW) regarding licensing and identification requirements for animals in Pierce County must be met. Animals must wear an owner identification and rabies tag. PLU will also issue animal identification materials that must be displayed on the animal at all times while on campus to designate its registration as a service animal.
- **Under Control:** The owner/keeper of the service animal must be in full control of the animal at all times. The care and supervision of a service animal are solely the responsibility of the owner/keeper. Each animal must wear either an "on duty" harness or be on a leash at all times while on PLU property. Animals are not permitted to run loose at any time on campus.
- **Cleanup Rule:** The owner/keeper of a service animal is responsible for all cleanup and care of the animal, and each owner must follow Pierce County code and ordinance requirements, as well as PLU campus policy,

and is responsible for cleaning up any waste or other messes made by the service animal.

VI. **Campus Resources**

Paula Burns
Director of Disability Support Services
University Center 3rd floor
253-535-7206
burnspa@plu.edu

Assistant to the Director of Disability Support Services
University Center 3rd floor
253-535-7206

Matthew Freeman, Director of the Health and Counseling Centers
ADA Compliance Officer
253-535-7337
freeman@plu.edu

VII. **Other Resources/Information**

U.S. Department of Justice: Americans with Disabilities Act (ADA)
Pierce County Animal Ordinances
Washington State Service Animal Information
Pierce County Animal Registration and Licensing
PLU Animals in the Workplace Policy

IV. Emergency Evacuation Guidelines For Persons With Disabilities At Pacific Lutheran University

*The content of this document is for informational purposes only.
It is not intended for medical or legal advice.*

Developing a Plan for Evacuation

While on campus at PLU, students with disabilities are asked to take responsibility in developing their personal emergency evacuation plans. A Campus Safety officer and the Director of Disability Support Services (DSS) will assist

in the development and execution of plans. Formats for evacuation plans are available from the DSS office in Anderson University Center, Suite 300.

Confidentiality

If you are a student with a disability and wish to develop an evacuation plan or if you wish to assist someone with a disability and are concerned about confidentiality, contact the Director, Disability Support Services, AUC, Suite 300, ext. 7206 or via TTY at (253) 536-5074.

Tips for Developing a Plan

- Become familiar with PLU's Emergency Procedures, especially those for evacuation and earthquakes. Disability Support Services' webpage (www.plu.edu/~dss) has a direct link to Emergency Procedures which are also located at www.plu.edu/emergency.
- Make two plans: 1) for when in the company of others and; 2) for when alone.
- Ask others for input, such as a Residence Assistant (RA) or Residence Director (RD) or a staff member from Campus Safety.
- **If your disability involves loss of mobility, vision, or hearing, or if you have a seizure disorder, you are encouraged to introduce yourself to an Operations Supervisor in the Campus Safety office (basement of Harstad Hall) and give them a copy of your schedule each semester, convey your personal emergency needs to them in writing, and provide contact information, including for accessible transportation services. OR complete the Individual Evacuation Plan (attached) and grant permission for the DSS office to distribute it as needed.**
- Study the evacuation routes posted in each building and choose two evacuation routes and methods for each building (see "Evacuation Options," below).
- Set up a buddy system (see "Buddy System," below).
- Do not use elevators in your plan.
- Consider alternative carry and/or communication methods if necessary.
- Think about your needs for preparedness kits, for example, disability related equipment, communication devices, service animal food, and three days worth of medication if applicable. Have a list of all your medications (name, dose, frequency, and doctor) in a sealed envelope.
- Attach written instructions to all disability related equipment.
- Adopt the rule to notify Campus Safety when in buildings after hours.
- Have easy access to emergency contact information at all times.

- Participate in drills and review effectiveness of plan.
- Share individual plans for evacuation of a building with Campus Safety and key persons who regularly work or live in the building.
- Know the location of Emergency Assembly Points in each building. A map is available from Disability Support Services.
- Know where nearby emergency medical kits are located.

Buddy System

- Buddies need to be willing and capable of assisting in an evacuation.
- A person with a disability and buddy must be able to contact each other quickly.
- Assign at least one buddy for each of the classes you are in. The buddy must be in the same building (preferably same room) as no one will be allowed to enter a building that is being evacuated.
- Persons with disabilities should train buddies when plan completed.

Evacuation Options

Horizontal Evacuation: Use building exits to the outside ground level or that go into unaffected wings of multi-building complexes.

Stairway Evacuation: Use stairs to reach ground level exits.

Area of Refuge: Usually the safest area of refuge is an enclosed stairwell. Use a cell phone to report your location to Campus Safety or the Emergency Building Coordinator (EBC) assigned to that building. (A list of EBC's is available from Disability Support Services.)

Stay in Place: (In sprinkler protected buildings only or if an area of refuge is not available.) Unless danger is imminent, remain in a room with an exterior window and a closed, solid or fire resistant door. Again, use a cell phone to report your location to Campus Safety or the EBC.

Tips for Persons With Disabilities

General Guidelines – For an Emergency

- Become familiar with PLU's Emergency Procedures (www.plu.edu/emergency) and follow basic emergency safety guidelines.
- Obtain the disaster supply kit that has been prepared ahead of time.

- Call emergency personnel if possible and contact your “buddy.”
- Determine need to evacuate or stay in place.
- If evacuating, inform the EBC, Campus Safety, or RA of area headed to and type of assistance needed.
- If unable to contact emergency personnel, move to planned designated area.
- Ask others to notify the EBC, Campus Safety, or an RA of your need for assistance.
- If trapped, get the attention of others by calling out or striking objects together to make noise, or write on a wall or window with a marker.
- If not in immediate danger, stay in place or move to area of refuge until emergency personnel determine nature of the situation.

A person with a disability may not have to evacuate for false alarms or isolated and contained fires. Campus Safety will decide to evacuate or not and will tell the individual their decision.

The following are suggestions for specific disabilities in addition to the general guidelines listed above.

Tips for Persons who use Wheelchairs

- Preparedness kits should include:
 - Heavy gloves for making your way over glass or debris.
 - Extra battery for electric wheelchairs.
 - Patch kit for punctured wheels.
- Store a lightweight manual wheelchair, if available.
- In personal spaces arrange and secure furniture and other items to provide barrier free paths of travel.
- In earthquakes once you are in a safe and protected place, preferably along an interior wall or doorframe, lock your wheels, bend over your knees and cover your head.
- If you are in bed or out of your wheelchair during an earthquake, attempt to seek cover under the bed, a desk, or a table.
- During an evacuation, if a small stair landing is chosen as the area of refuge, consider waiting until heavy traffic has passed before entering.

- Know where nearby emergency medical kits are located.

Tips for Deaf or Hard of Hearing Individuals

- Preparedness kits should include:
 - Pen and paper and a flashlight to communicate in the dark.
 - Extra hearing aid batteries.
 - Batteries for TTY and light phone signaler.
- Request installation of both audible and visual smoke alarms in your office/room.
- Be careful of falling things as you leave a building.
- Know where nearby emergency medical kits are located.

Tips for Persons who are Blind or have Low Vision

- When preparing your evacuation plan ask for needed information in alternate formats if needed, such as building evacuation instructions.
- Know where the nearest telephones and pull alarms are located.
- Know how to describe your location.
- Disaster supplies kit should include:
 - Extra folding white cane.
 - Heavy gloves for feeling your way over glass or debris.
 - Colored cape or poncho worn for visibility by others.
- Know where nearby emergency medical kits are located.
- Mark emergency supplies with large print or Braille, if helpful.
- Practice your evacuation route periodically both with your service animal and white cane.
- Be cautious of obstructions and falling objects during an earthquake.
- During an earthquake, remember to drop, cover, and hold.

Tips for Persons with a Service Animal

- Include instructions in your plan for service animals.
- Some dogs fear metal grated steps. If your evacuation route has these kinds of steps, get your dog accustomed to the route.
- If the only stair rail is on your left side where a service dog should typically be, accustom the dog to heeling down the right side or work the dog on the steps.
- Be cautioned that if a dog typically stops at each new flight, others behind you may panic. Heeling the dog may be safer in some instances.
- Know where nearby emergency medical kits are located.

Tips for Persons with Learning Disabilities

- When making your plan for evacuation,
 - Ask for information in alternate formats if needed.
 - Review general building evacuation guidelines and ask questions if you do not understand something.
- See if your evacuation routes have signage that is easy to follow.
- Ask someone to guide you during an evacuation if you feel you need help.
- Ask someone to write down information if you have a hard time understanding oral directions.
- Practice your evacuation route(s) regularly, such as every two weeks or at least monthly.
- Know where nearby emergency medical kits are located.

Tips for Persons with Limited Communication

- Determine how you will best communicate with others during an emergency.
- Consider having personal evacuation and emergency instructions written down on a card, carried at all times, and placed in an easy view location.
- Have batteries for communication equipment in preparedness kit.
- Know where nearby emergency medical kits are located.

Tips for Persons with Psychological Disabilities

- Preparedness kit should include at least three days worth of needed medication.
- Know where nearby emergency medical kits are located.
- When developing plan, consider strategies to reduce stress of the emergency by
 - Carrying a cell phone.
 - Making sure directional signage for exits and designated area of refuge in your planned evacuation route is adequate enough to assist you.

Tips for Persons with Medical Conditions

- Medical conditions include, for example, pregnancy, respiratory or cardiac problems.
- Ask for assistance walking down stairs.
- Remember to bring medication or inhalers when evacuating.
- Depending on the degree of urgency, consider taking rest periods during evacuation if possible.
- Know where nearby emergency medical kits are located.

Campus Resource Contact Information

Disability Support Services

Anderson University Center, Suite 300

(253) 535-7206

Campus Safety

Basement of Harstad Hall, Building 26, (entry on North side of building)

(253) 535-7411

Emergency only: ext. 7911

Student Health Center

Corner of Park Ave. and 121st Street, Building 6 (253) 535-7337

Individual Evacuation Plan while on PLU Campus

Personal Information for _____ **Semester** _____ **(year)** _____

Name _____

___ Student ___ Staff

___ on-campus ___ off-campus

Primary PLU Location: _____

Days/Time usually in this location: _____

___ Residence Hall ___ Office ___ Other, specify: _____

Type of Disability(ies): (Optional)

___ Mobility, non-wheelchair ___ Communication/Speech Limitation

___ Mobility, power wheelchair ___ Blind

___ Mobility, manual wheelchair ___ Low Vision

___ Deaf/Hard of Hearing, ASL ___ Service Animal User

___ Deaf/Hard of Hearing, oral ___ Psychological

___ Learning Disability ___ Other, specify: _____

Limitations and information emergency personnel should be aware of:

Medications: _____

Contact Information

Home Phone: _____ Cell Phone: _____

E-Mail: _____

Address: _____

Emergency Contact Person: _____

Relationship: _____

Home Phone: _____ Cell Phone: _____

Name: _____

Plan for _____ Semester

Effective Dates: _____ through _____

Monday – Wednesday – Friday

Time: _____ to _____ Building: _____ Room #: _____

EBC: _____ Buddy: _____

Route 1: _____

Route 2: _____

Time: _____ to _____ Building: _____ Room #: _____

EBC: _____ Buddy: _____

Route 1: _____

Route 2: _____

Time: _____ to _____ Building: _____ Room #: _____

EBC: _____ Buddy: _____

Route 1: _____

Route 2: _____

Time: _____ to _____ Building: _____ Room #: _____

EBC: _____ Buddy: _____

Route 1: _____

Route 2: _____

Time: _____ to _____ Building: _____ Room #: _____

EBC: _____ Buddy: _____

Route 1: _____

Route 2: _____

Name: _____

Plan for _____ Semester

Effective Dates: _____ through _____

Tuesday – Thursday

Time: _____ to _____ Building: _____ Room #: _____

EBC: _____ Buddy: _____

Route 1: _____

Route 2: _____

Time: _____ to _____ Building: _____ Room #: _____

EBC: _____ Buddy: _____

Route 1: _____

Route 2: _____

Time: _____ to _____ Building: _____ Room #: _____

EBC: _____ Buddy: _____

Route 1: _____

Route 2: _____

Time: _____ to _____ Building: _____ Room #: _____

EBC: _____ Buddy: _____

Route 1: _____

Route 2: _____

Time: _____ to _____ Building: _____ Room #: _____

EBC: _____ Buddy: _____

Route 1: _____

Route 2: _____

Name: _____

Plan for _____ **Semester**

For On-Campus Students:

Saturday:

Add'l Info:

Sunday:

Add'l Info:

Name: _____

Plan for _____ **Semester**

Assistance Instructions: (medical, equipment, communication, lift/carry):

Plan for when you are alone:

Personal Items for Emergency Supply Kit:

Consent for Disclosure

I, _____, give my permission for the Director of Disability Support Services to forward a copy of this Individual Emergency Plan to the following:

____ Campus Safety Office

____ Emergency Building Coordinators (EBC's)

including RA for each of the buildings I will be in
on a regular basis (classrooms, library, etc.)

____ Student Services

Signature _____ Date _____