



BENTON-STEARNNS
EDUCATION DISTRICT

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Evacuation Plan Guidance for Students with Special Needs

June 2017

Purpose Of The Plan

The information contained in this document will assist school administrators, teachers, special education staff, parents, and students in planning for the support that may be required for students with special needs in the event of an emergency. For the purposes of this document, students with special needs are those who cannot comfortably or safely access and use the standard resources offered in disaster preparedness, relief and recovery, whether their disability is chronic or temporary.

Planning Needs and Assumptions

For individuals with special needs, physical environments become more difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.

To comply with statutes involving students with special needs, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

- Have sound working knowledge of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws.
- Know the special needs demographics of the students attending classes on site.
- Involve students with different types of disabilities and staff in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency.
- Consider emergency accommodations for those with temporary disabilities.
- Identify existing resources within the school and local community that meet the special needs of these students.
- Inform parents about the efforts to keep their child safe at school.
- Identify medical needs and make an appropriate plan.
- Determine transportation needs, special vans and buses for students.
- Identify any necessary tools such as personal response plans, evacuation equipment or visual aids;
- Include local responders

Teacher/Student Information- Students Needing Special Assistance:

At the beginning of each year, teachers should provide to the main office the name(s) of students/staff that will require special assistance in the event of an emergency (See Appendix A). The type of assistance needed as a result of an injury is also required (i.e. broken leg during the year).

- Review how an emergency may impact the daily routine of students with special needs
- Know who is on your school site: Identify students and staff on the site with special needs and disabilities. The school principal must be aware of all students with special needs using school facilities and services
- Identify the students who are severely handicapped and who might need extra support in emergency crises
- Make a list of the students on the school site who are on medication and their medication schedule
- Maintain a list of all resources regularly relied upon and determine how a disaster might affect the use of them. Examples include (use of mobility aids, communication devices and electrically-dependent equipment)
- Identify all the stakeholders who should be considered in the plan (family, friends, service providers, personal attendants, physicians and others)
- Determine what short term accommodations to provide for students with temporary disabilities (e.g., broken leg)
- Review evacuation equipment (Annual Checks should be completed and documented on a district/school form)
- Have a team discussion about transportation procedures

Considerations During an Emergency Evacuation:

- ✚ **For students with Special Needs, it is important to consider all aspects of their unique needs**
- ✚ **There is no one-size-fits-all approach. However, there are key practices that should be considered for certain impairments**
- ✚ **It is helpful to consider effective potential impacts and strategies that can be used to help prepare all special education students**

Potential Impacts:

- Students may not comprehend the nature of the emergency and could become disoriented or confused about the proper way to react
- Students may have difficulty reading complicated directions for evacuation or response plans
- Students may not be able to hear emergency warnings
- Limited mobility may impair egress and access to locations
- Disaster debris may obstruct evacuation
- Students with respiratory impairments may have difficulty breathing when walking distances or descending stairs. Smoke, dust, fumes, chemicals and other odors often exacerbate such limitations
- Many illnesses can be aggravated by stress. In the event of a disaster that requires students to be at school for an extended period of time, medication may need to be administered to students with a healthcare plan
- Students may not be able to communicate
- Those students with Visual Impairments may have to depend on others to lead them to safety during a disaster and may be reluctant to leave familiar surroundings
- Some students may need to be physically transported

STRATEGIES TO CONSIDER:

Autism Spectrum Disorders:

- Social Narrative or Social Memo, include what to do and what not to do (i.e. Don't take your books, coat, backpacks etc.)
- Have a bag of comfort/sensory items
- Use of Five Point Scale
- Use of visuals (i.e. visual communication instructions)
- Emergency preparedness packet from AUSM

Visual Impairments: (Blind-Visually Impaired/Deaf-Blind)

- Employ Braille signage or audible directions
- Emergency back-up lighting systems, especially in stairwells and other dark areas
- Mark emergency supplies with large print or Braille
- Students should know where the nearest telephones and alarm boxes are located and how to describe their location
- Preparedness kits should include: extra folding white cane, heavy gloves for feeling the way over glass or debris, colored poncho worn for visibility, comfort items

Hearing Impairments: (Deaf and Hard of Hearing/Deaf-Blind)

- Provide sign language training to some staff for students who may not be able to hear emergency warnings
- Have teachers practice basic hand signals with hearing impaired students for emergency communications
- Alerting devices, such as strobe lights and vibrating pagers can be used to supplement audible alarms
- Install both audible and visual smoke alarms in the classroom and building
- Preparedness kits should include: pen and paper, flashlight to communicate in the dark, extra hearing aid batteries and batteries for TTY and light phone signaler

Developmental Cognitive Disabilities/Developmental Delay:

- Provide simple diagrams or pictures
- Practice evacuation route(s) with students regularly
- Check that evacuation routes have directional signs that are easy to follow
- Preparedness kits should include: comfort items, pen and paper and visual communication instructions

Mobility Impairment:

- Train the staff the proper way to move an individual in a wheelchair
- Mobility impaired students should practice moving their wheel chairs or having them moved into doorways, locking their wheels and covering their heads with a book or with their arms or hands
- Provide staff with a transfer sling (i.e. Tuk-N-Kari) or Evac
- Chairs (Staff should consider how many people it may take to transfer the student using the sling. Also where will the student be sitting once the student is transferred out of the sling?)
- May want to have an extra lightweight manual wheelchair stored on the first floor to transfer students from a sling
- Preparedness kits for those who are in wheelchairs should include: heavy gloves for making way over glass or debris, flashlight, whistle, and Mylar space blanket

Speech or Language Impairments:

- Determine in advance the best way for the student to communicate with others during an emergency
- Provide written emergency and evacuation instructions on a card, carried at all times and placed in an easy to see location
- Preparedness kits should include: extra batteries for communication equipment, note paper and pen, comfort items

Other Health Disabilities (May include students with respiratory impairments)

- Include emergency evacuation masks and respirators in classrooms
- Have oxygen and respiratory equipment readily available
- Students and staff should practice putting on and removing this equipment as part of an emergency drill
- Preparedness should include: medical schedule and dosages, medical mask, if student can wear one, any medical equipment needed for 72 hours, note paper and pen

Medically Fragile:

- Designate who is going to administer medications to the students when a nurse is not available
- Keep medications, authority to administer the medication forms, and healthcare plans in the vicinity of the medically fragile student
- It is the parent's responsibility to maintain medical supplies, notify the school of changes and provide new doctor's orders
- It is the nurse's responsibility to remind the parent to provide medications and update orders when notified

Strategies to consider for all special education students:

- Staff and students should routinely practice the route(s) and procedures
- Staff should establish a plan and communicate with emergency responders to prepare for the emergency evacuation
- Consider name tags with photos and brief information kept by the classroom door
- Consider having a bag of comfort/sensory items
- Teach to the different types of emergencies (i.e. fire, severe weather, lock down, active/violent intruder, evacuation, environmental emergencies)
- Make cheat sheets for each type of emergency
- Review or create Emergency Plans yearly
- Teach students 'Plan B' (a slightly different plan)
- Staff should discuss transportation procedures
- Provide preparedness kits for all staff
- Train staff on how to de-escalate students in a time of crises
- Review behavior management strategies with students and staff (i.e student expectations)
- Keep directions simple and clear
- Remain with the special needs student after the evacuation
- Recognize that the fine details are unique to each student

Emergency Preparedness Supplies

Classroom Supplies. A classroom that is used for teaching students with special needs should store disability-related supplies, assistive equipment and tools that may be required in an emergency. Individual “Go Kits” with supplies for specific children are also recommended. Among the basic supplies to have in the classroom are:

- Batteries in different sizes, for adaptive equipment
- Lockdown kit, including portable toilet, privacy screen, toilet paper, toilet bowl liners disinfectant, and plastic bag for disposal, facial tissues
- Water
- Copies of all students’ Emergency Information Forms (secured)
- Hand tools (e.g., screwdriver, wrench, pliers)
- Heavy work glove
- Solar/crank/battery radio
- Cell phone and phone charger
- Flashlight and extra batteries or crank flashlight
- First aid kit
- Evacuation assistive equipment

Implement Evacuation - Response

- Carry all medication, supplies, equipment and dietary needs with student, including the 72-hour disaster kit that has been prepared ahead of time for individual student needs
- Ask the student how he/she would like to be assisted
- Inform emergency personnel of intended destination and type of assistance needed. If unable to contact emergency personnel, ask others to make the notification for assistance
- Move to designated evacuation area - the path should be unobstructed
- Be careful of falling debris as you leave the building
- Provide priority assistance to wheelchair users with electrical respirators
- Evacuate mobility devices with the person if possible (i.e. crutches, wheel chairs, etc...)

To Evacuate Persons Using Wheelchairs:

***If you are on the main floor, evacuate the student in the wheelchair through the nearest exit.**

*** There should be a team discussion as to how each child is evacuated.** Many decisions depend on the individual student and the building they are currently served in.

Some options to consider:

- Safe Room
- Evacuation Chairs
- Tuk-N-Keri

One Person Carry – for students under 50 lbs

1. Lock wheelchair brakes - undo belts and other restraints.
2. Stand beside the student with your feet apart.
3. Bend at your hips and knees, keeping your back straight.
4. Place one arm around the student's opposite arm.
5. Place another arm under student's thighs.
6. Lift student by straightening your legs.
7. Hug student close to your body.
8. Turn by moving your feet. **DO NOT TWIST!**
9. Lower student to the ground/surface by bending your hips and knees, keeping your back straight.

Two Person Lift from the Wheelchair – for students over 50 lbs

1. Lock wheelchair brakes - undo belts and other restraints.
2. Place the student's arms over his/her chest.
3. One person stands behind, or if not possible, beside the wheelchair and puts his/her arms under the student's arms and grasps the student's forearms (lifter crossing his/her arms if possible, i.e. cross chest hold as above). If unable to grasp the student's forearms, lifter should grasp his/her own wrist.
4. The other assistant stands in front of the student and lowers self by bending hips and knees.
5. The person in front grasps the student under the knees with both arms.
6. The person lifting the upper body counts: "1-2-3-lift".
7. On "lift", the student is lifted out of the wheelchair.
8. Lower student to the ground/surface by bending your hips and knees, keeping your back straight while counting "1-2-3-down".

For Students over 100 lbs – please consult for Physical Therapist for for guidance.

APPENDIX A

Emergency Medical Information Card

Template for Evacuation Plan



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Emergency Evacuation Plan Template

Student: _____ **Year:** _____

Case Manager: _____ **Classroom Teacher:** _____

Student Description (include information regarding medical considerations, vulnerability, other health information, weather related needs, transportation, allergies, etc. information regarding communication mode,):

Procedures for Each Scenario (steps required during evacuation):

Severe Weather (Tornado, Flood, Earthquakes, Ice Storms):

Fire (indicate designated 2nd floor room and secondary room for evacuation):

Lock Down (Threat in/out of building, Bomb Threat, Etc.):

Chemical:

Nuclear Meltdown:

Seizures:

Staff Specific Training Needs (medical devices, lifting procedures, etc. people responsible for training.):



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Emergency Medical Information Card

Cut and laminate this card and affix to a lanyard for the student to wear during an emergency

Front

Student Name:	Student Photo
School:	
Grade:	
Medical Condition:	
Parent/Guardian:	Home Phone:
Home Address:	Cell Phone:
	Work Phone:

Back

Student Name:	Birthdate:
Communication Difficulties:	Physical Limitations:
Adaptive Equipment:	Medications:
Allergies:	Primary Care Physician:
Blood Type:	Primary Care Ph #:
Insurance Co:	Specialty Physician:
Policy #	Specialty Ph. #

APPENDIX B

Optional checklists and forms

Lifting and Evacuation Training - Ininitec Training:

- A Look at Lifting and Transferring This will assist staff in knowing how to remain safe during lifting and transferring students.



IEP Team Emergency Evacuation Planning Checklist

Evacuation Procedure	Yes	NO	Person Responsible
Does this child require a student specific evacuation plan? If "NO" stop here.	<input type="checkbox"/>	<input type="checkbox"/>	
If "YES", consider what is required above and beyond the district crisis plan:	<input type="checkbox"/>	<input type="checkbox"/>	
Did you identify Evacuation Considerations for the following situations:			
Severe Weather: Tornado, Flood, Blizzard, Storms	<input type="checkbox"/>	<input type="checkbox"/>	
Fire	<input type="checkbox"/>	<input type="checkbox"/>	
Lock Down: Threat In/out Building, Bomb Threat	<input type="checkbox"/>	<input type="checkbox"/>	
Chemical	<input type="checkbox"/>	<input type="checkbox"/>	
Nuclear	<input type="checkbox"/>	<input type="checkbox"/>	
Procedures- Complete Evacuation Plan			
Relocation of student	<input type="checkbox"/>	<input type="checkbox"/>	
Transportation of student	<input type="checkbox"/>	<input type="checkbox"/>	
Any special Training for Staff?			
Transport/Lift	<input type="checkbox"/>	<input type="checkbox"/>	
Medical Devices/Medication	<input type="checkbox"/>	<input type="checkbox"/>	
Seizures	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	



School Emergency Evacuation Planning Checklist

Evacuation Procedure	Yes	No	Person Responsible
Do you have a roster of your students with special needs?			
Have you identified the medical needs of your students with special needs and their medication schedule?			
Has an evacuation site been identified that is accessible to students and staff with special needs?			
Has the team identified alternate locations for students and staff with special needs (i.e. Safe room)?			
Is the primary evacuation path marked to clearly show the route?			
Is there sufficient oxygen for 72 hours?			
Have transportation needs been identified for the students with special needs, such as special vans and buses for students?			
Do you have contracts in place with your transportation service providers in case of an emergency?			
Is there a master list of bus drivers?			
Have you identified any necessary tools such as personal response plans, evacuation equipment or visual aids for students with special needs?			
Have you encouraged a relationship with students and the local responders			
Have you reviewed your plan with emergency responders?			
Have you identified an evacuation site that is accessible to students and staff with special needs?			
Have you identified a secondary evacuation site?			
Have you trained the staff on proper lifting techniques?			
Have staff, students and families been encouraged to provide 72 hour medications?			
Has evacuation route information been compiled and distributed to staff?			

Categories of Disability under IDEA Law

Federal Disability Term	Alternative Term	Brief Description/ Factors that Elevate Risk in Emergencies	Factors that Reduce Risk in Emergencies
Autism	Autism spectrum disorder	Characterized by extraordinary difficulty in social responsiveness; often resistant to environmental change or change in daily routine and experience anxiety over interruption. May be non-verbal or use argumentative communication.	Structure, routine, normalcy and familiarity with activity
Deaf-blindness		A simultaneous significant hearing and vision loss; limits the speed of movements.	Guidance from a sighted person
Developmental delay		A delay in one of the following areas: physical development; cognitive development; communication; social or emotional development; or adaptive (behavioral) development.	Minimized disruption of routine patterns of activity, modulate sensory input
Emotional disturbance	Behavior disorder, emotional disability	Has limited ability to understand environmental events, situations, or procedures. Needs are categorized as mild, moderate or severe. May disobey or resist direction, may panic.	Regulated sensory input
Hearing impairment	Deaf, hard of hearing	A complete or partial loss of hearing that adversely affects a child's educational performance. May not respond to auditory cues.	Written instructions, sign language, specialized communication for direction in an emergency
Mental retardation	Intellectual disability, cognitive impairment	Significant limitations in intellectual ability and adaptive behavior. This disability occurs in a range of severity.	Regulated sensory input
Multiple disabilities		The simultaneous presence of two or more impairments, the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. Does not include deaf- blindness	
Orthopedic impairment	Physical disability	A significant physical limitation that impairs complete motor activities, strength, vitality or an alertness to environmental stimuli	Adaptive physical equipment: cane, walker, wheelchair. May require alternative, accessible evacuation route
Other health impairment		A disease or disorder so significant that it negatively affects learning; examples include cancer, sickle-cell anemia, and diabetes	Continuity of medication management regime
Specific learning disability	Learning disability	A disorder related to processing information that leads to difficulties in reading, writing and computing.	
Speech or language impairment language	Communication disorder, stuttering	A disorder related to accurately producing or articulating the sounds of language to communicate	Sign language, hand signals, specialized communication for response in an emergency
Traumatic brain injury	TBI	An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both that may affect cognition, behavior, social skills and speech.	
Visual impairment	Low vision, blindness	A partial or complete loss of vision	Guidance from a sighted person

Source: National Dissemination Center for Children with Disabilities at <http://www.nichcy.org/Disabilities/Categories/Pages/Default.aspx>