

## Key Evacuation Considerations for Students with Disabilities & Other Special Needs

### A. Student Evacuation Considerations

Confer with staff on students who may need additional support in an emergency. How are you currently identifying students with the following needs?

1. Students with disabilities:

- |                                      |                                    |                                    |
|--------------------------------------|------------------------------------|------------------------------------|
| <input type="checkbox"/> Attentional | <input type="checkbox"/> Cognitive | <input type="checkbox"/> Emotional |
| <input type="checkbox"/> Hearing     | <input type="checkbox"/> Mobility  | <input type="checkbox"/> Visual    |

2. Students with unique medical needs:

- |                                            |                                                              |
|--------------------------------------------|--------------------------------------------------------------|
| <input type="checkbox"/> Diabetes          | <input type="checkbox"/> Asthma                              |
| <input type="checkbox"/> Seizure Disorders | <input type="checkbox"/> Others Requiring Special Assistance |

3. Students with special needs:

- Hidden Impairments <sup>1</sup>     Temporary Impairments <sup>2</sup>

<sup>1</sup> *panic attacks, significant allergies, or heart conditions*

<sup>2</sup> *broken or severely sprained extremities, crutches, walkers, wheel chairs, etc*

4. Students with language needs:

- |                                          |                                               |                                     |
|------------------------------------------|-----------------------------------------------|-------------------------------------|
| <input type="checkbox"/> limited English | <input type="checkbox"/> Non-English Speaking | <input type="checkbox"/> Non-Verbal |
|------------------------------------------|-----------------------------------------------|-------------------------------------|

### B. Emergency Management Considerations

1. Students with Disabilities & Other Special Needs may require accommodations in two (2) general areas:

- Evacuation** – Students with mobility impairments (*e.g. wheelchair*) may pose challenges in exiting a building and going to the Safe Assembly Area. All schools establish a Safe Assembly Area for evacuation or Safe Refuge Area but specific students may need assistance getting there.
- Shelter** – Once at the Safe Assembly Area, some students may need more support. Students who depend on medical devices, medicines or constant assistance will still require this support once they are evacuated.

## 2. Planning for Students with Disabilities & Other Special Needs

- a) **Identification** – Drawing upon the assistance of the teachers, parents, nurse Individual Education Program Team (IEP), review the list under student evacuation considerations and identify your most vulnerable student populations.
- i. Does student already have a Student Emergency Care Plan?
    1. If “Yes,” add Emergency Considerations (*see B1 a & b*).
    2. If “No,” generate Medical Alert to support student during an emergency.
  - ii. Create an Individualized Student Evacuation Plan for limited mobility that goes with student throughout their day at school.

*NOTE: Vulnerable populations change throughout the year. Additionally, a student’s situation can change monthly (e.g. change in meds, wheelchairs, etc.) Re-addressing Student Evacuation Considerations multiple times during the year is needed.*

- b) **Prevention** – What actions can your school take to address emergency planning considerations for students with disabilities & special needs?

*EXAMPLES: Use only classrooms with direct egress to Safe Assembly Area. Hold additional evacuation practice with staff. Review contents of emergency supplies with staff, students and parents. Review and test emergency alert system to ensure it remains in working order. Identify Safe Refuge Area that may need to suffice instead of Safe Assembly Area.*

- c) **Mitigation** – What physical modifications could be made to lessen the challenges to students and staff to access Safe Assembly Area or Safe Refuge Area? Work with district maintenance staff to make sure issues are addressed. Conduct regular site inspections to make sure fire and safety codes are being met (*e.g. hallways clear and open, doors not blocked, Safe Assembly Area or Refuge Area not compromised by campus activities or construction*).

- d) **Preparedness** – Collaborate with school staff, parents and students to create an overall and customized plan for each student with disabilities or other special needs. The plan should include a preferred evacuation strategy and take into consideration the following:

- Communication
- Supervision
- Generator power
- Transportation
- Back up Medicine/equip.
- Maintaining
- Medical Care
- Back up Batteries
- Independence

Identify emergency response roles & responsibilities for staff dedicated to students with disabilities and special needs and conduct drills. Also, discuss evacuation preferences with local first responders.

*NOTE: At minimum, insure first responders understand the needs of students with disabilities or other special needs.*