People with Disabilities and Those Needing Assistance

In the context of this plan, "special needs" are considered functional limitations that interfere with a person's ability to perform certain activities such as walk, lift or follow instructions in an emergency. The term may refer to a need due to physical, sensory or mental condition. Schools with staff and/or students with special needs should consider and plan for special emergency requirements and procedures to be incorporated into the school's Emergency Plan. The Emergency Plan should be updated whenever a new student/staff member with a special need enrolls in a school, and after drills in which it becomes apparent that changes are needed. Evacuation plans for students with special needs should be incorporated into both the student's Individualized Education Program (IEP) and the school's Emergency Plan.

Pre-designated staff Evacuation Assistants should be assigned to each student and/or staff member with a special need to assist in the event of an evacuation. Alternate staff members should also be pre-designated in the event the primary Evacuation Assistant is absent. Schools must ensure that selected EMT staff have a basic understanding of the needs of the individuals being evacuated and must be knowledgeable about special needs, particularly in respect to wheelchairs, ventilators, respirators, oxygen and medications. School nurses or principal designees shall evacuate the school with all necessary medications and medical charts.

Schools must prearrange for accessible Interior and Exterior Safe Locations and Alternate Evacuation Sites for students and staff requiring assistance. Students with ongoing medical needs should be moved to the same area as that of the nurse or the first aid area.

If a student or staff member cannot be evacuated for any reason, (i.e. obesity, brittle bones), as an absolute last resort measure, an Area of Rescue Assistance must be identified as part of the evacuation plan. (An Area of Rescue Assistance is an area where persons needing assistance that are not able to evacuate the building or to get to a safe area during an evacuation can go for assistance.) The plan must provide that the Evacuation Assistant will communicate the person's location to the Special Needs Evacuation Coordinator to arrange for priority response by the fire/police responders.

When planning and implementing its EP, schools should incorporate the following procedures to address the special needs of students and staff members with disabilities.
People with Disabilities and Those Needing Assistance

SPECIAL NEEDS EVACUATION COORDINATOR ROLE

The Emergency Management Team is charged with developing the school's site-specific Emergency Plan for all students and staff, including those with disabilities. This team must include a Special Needs Evacuation Coordinator designated by the Principal. When selecting a Special Needs Evacuation Coordinator, consideration should be given to a school nurse, physical therapist or special education teacher. The Special Needs Evacuation Coordinator and the Principal must identify the team that will be charged with developing the site-specific emergency evacuation plan for students and staff with special needs.

The Special Needs Evacuation Coordinator is responsible for:

1. Identifying all students and staff members who need (individual) evacuation plans tailored to their specific needs and ensuring that each plan has been created. The plans must take into account the locations of the students and/or staff members throughout the entire school day.
2. Incorporating these evacuation plans into the Emergency Plan and including them in the students' IEP's and/or staff members' files.
3. Assigning school staff as Evacuation Assistants to help evacuate each student/staff member according to the level of assistance needed.
4. Ensuring that Evacuation Assistants and their alternates have been identified, informed and appropriately trained of their role. All evacuation assistants should be utilized and included in all emergency drills.
5. Arranging training for all staff members including Evacuation Assistants, incorporating the utilization of evacuation chairs and other necessary evacuation equipment. Designated staff members should be trained in the necessary transfer mechanics identified. The evacuation equipment necessary for the student/staff member may dictate how many staff members are required to assist each student.
6. Arrange for any necessary evacuation equipment through the Office of Specialized Services as part of the planning process.

PLAN DEVELOPMENT

During the planning process, schools must identify appropriate evacuation routes and Areas of Rescue Assistance for students and staff members with special needs. The process for creating an assistance plan for a student or staff member with a special need is as follows:

1) Identify students, staff and others that require evacuation assistance. Which of the following would best describe their assistance need:

   i) Full evacuation assistance: Wheelchair and/or additional medical devices needed. Student/staff is unable to ambulate independently or may be unable to in certain situations – stairs, etc.

   ii) Guided physical assistance: Student/staff is ambulatory with either stand-by assistance or hand-held assistance. Student/staff may be visually or hearing impaired but is able to evacuate with the assistance of a "buddy".
People with Disabilities and Those Needing Assistance

iii) Special planning: Student/staff is ambulatory but may respond inappropriately to an evacuation order due to mental or sensory deficits or behavior issues.

2) Determine what type of student/staff member assistance is required.
   i) Identify which types of mobility equipment the student/staff members uses and what would be necessary in the event of an evacuation. For instance, a person in a wheelchair may need an evacuation chair. This equipment should be arranged by the Special Needs Evacuation Coordinator or the Office of Specialized Services.
   ii) During the planning process, consult the student/staff, nurse, physical therapist or occupational therapist and/or equipment manufacturer with regard to the safety, health or physical management of the student/staff, and/or proper body mechanics required to lift and transport the student/staff during evacuation.
   iii) Designated staff members should be trained in the necessary transfer mechanics identified. The evacuation equipment necessary for the student/staff member may dictate how many people are required to assist each student/staff in need.
   iv) Transport with them the wheelchair, crutches, or whatever mobility device the person uses so that they can be mobile after evacuating.

3) Identify location of evacuation chairs and related equipment. Place or store evacuation chairs in areas designed to facilitate speedy evacuation for special needs students and staff members. Chairs should be accessible and not stored in locked areas.

4) Post evacuation routes in every classroom. Clearly indicate what routes are for general evacuation and what routes are for special needs evacuation.

5) Identify Areas of Rescue Assistance
   a) Most individuals will be evacuated via use of wheelchairs, evacuation chairs or personnel assistance. There may extraordinary circumstances when it is not possible to fully evacuate an individual. In these circumstances, the person with special needs should be relocated to a pre-designated Area of Rescue Assistance.
      i) NEW SCHOOLS: Recently constructed schools may have allowed for Areas of Rescue in the design plan. They are usually located at the stairway landings that were designed and built to allow enough room for this area and not obstruct the path of other individuals evacuating the building. These areas are should also have two-way notification devices for notifying rescue personnel that someone is waiting for assistance.
      ii) OLDER BUILDINGS: Most schools will not have an Area of Rescue Assistance that was specifically included in the school design. Administrators must identify Areas of Rescue Assistance that will allow for the number of students/staff assigned in their wheelchairs or other mobility devices but will not obstruct the evacuation of other students and staff.
People with Disabilities and Those Needing Assistance

- Each Area of Rescue Assistance shall be identified by a sign which states: AREA OF RESCUE ASSISTANCE and displays the symbol for handicapped access.
- Area of Rescue Assistance should be accessible and located as close as possible to an exit stairway on each floor.
- If possible, these assigned areas should have two-way notification devices for notifying rescue personnel that someone is waiting for assistance.

b) When all other evacuation options have been exhausted, the Rescue Assistant will bring the person to the Area of Rescue Assistance and immediately notify the Special Needs Evacuation Coordinator of their specific location.

c) The Special Needs Evacuation Coordinator will communicate this information to responding police and fire personnel to ensure all individuals are properly evacuated. Post in each classroom the location of Areas of Rescue Assistance for that classroom.

6) Assign Evacuation Assistants to each person who requires assistance during an evacuation.
   a) Identify each student's daily activities and classes that identifies where a student is located each period of the day.
      i) Develop a schedule to ensure that there is a plan for each period of the day depending on the location of the student/staff member. Place these schedules in the Emergency GO Kits in the school building and the student or staff members' files.
      ii) Include a photo of each student/staff with the schedule.
   b) Evacuation Assistants should be able to:
      i) Identify students/staff members needing assistance.
      ii) Identify Evacuation Routes. Identify the location of evacuation chairs and related equipment.
      iii) Identify appropriate Interior and Exterior Safe Locations.
      iv) Communicate to the Special Needs Evacuation Coordinator when a student/staff was positioned at an Area of Rescue Assistance or was not located for evacuation.

7) Drills: Ensure that people with special needs are included in all emergency drills and that all evacuation equipment, routes and Areas of Rescue Assistance are utilized. It is essential that Evacuation Assistants are provided the opportunity to participate and practice their role in a successful evacuation of a person with special needs. Additionally, it is important that the person with special needs understand and fully participate in practicing how their evacuation will be managed.

8) Training: Reacquaint staff with proper evacuation procedures on a quarterly basis or during teacher institute days.
PLAN IMPLEMENTATION

1) To ensure that procedures continue to be effective or to account for schedule changes, the Evacuation Assistants and the student or staff member with special needs, under direction of the Special Needs Evacuation Coordinator, should practice the evacuation plan, identify problems, revise the plan, and conduct the drill again, as often as necessary.

2) A written plan for each student or staff member with a special need should reflect the following:
   a) the student/staff member's name
   b) names of the Evacuation Assistants responsible for evacuating that individual during each class period
   c) all necessary equipment
   d) a floor plan of the building

3) Each student's completed plan should be distributed to:
   a) All Evacuation Assistants involved in that student's evacuation plan
   b) All faculty and staff who serve the student
   c) Parents of the child
   d) The Principal or designee
   e) Special Needs Evacuation Coordinator
   f) The substitute teacher folder for all classes to which the student is assigned
   g) Integrated into the school's Emergency Plan and included in the student file

4) The emergency evacuation equipment should be inspected and maintained quarterly.

For additional information on Evacuation Chair requisition, contact the Office of Special Education and Support at 553-1800.
**Individualized Emergency Management Plan (IEMP) for Students and Staff with Special Needs**

**Name of Individual:**

**School:**

**Date:**

**Participants:**

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Fill in date completed.

<table>
<thead>
<tr>
<th>Required for September Review</th>
<th>Check when completed</th>
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<tbody>
<tr>
<td>Review Emergency Plan from the school</td>
<td>List Emergency Evacuation Team members to IEMP</td>
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<tr>
<td>Date scheduled to meet with the Emergency Management Team</td>
<td>Identify Accessible Exterior Safe House</td>
</tr>
<tr>
<td>District Coordinator</td>
<td>Identify Disability Coordinator</td>
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<td>Evacuation Chair Checklist</td>
<td>Name: __________________</td>
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<tr>
<td>Number of evacuation chairs needed according to the 1.5 Guidelines (section 4a)</td>
<td>Attach additional evacuation chairs requiring modification</td>
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<tr>
<td>Oversized evacuation chairs needed</td>
<td>Attach individual student schedule to IEMP</td>
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<tr>
<td>Evacuation chairs determined to be returned to the manufacturer</td>
<td>Attach list of Evacuation Assistants to IEMP</td>
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<td>Location/room number of Gym____ Library ______ Cafeteria____</td>
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<td>Art _______ Music _______ Nurse's Office _______ Other______</td>
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<tr>
<td>Develop preliminary emergency plans or updates</td>
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<tr>
<td>List location for the evacuation chairs and the number of chairs at each location for installation of wall bracket. Provide list to Operations.</td>
<td></td>
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<tr>
<td>Copy of Emergency Management Plan packet provided</td>
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**Signature of Principal affirms that the above inventory has been completed**

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46 • Emergency Plan
PROCEDURE FOR INDIVIDUAL STUDENT EVACUATION

For

The two emergency responders are:

<table>
<thead>
<tr>
<th>Time</th>
<th>Room</th>
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Procedure Review – Initial Quarterly

1st quarter  2nd quarter  3rd quarter
Evacuation Chair Checklist

School: ________________________________

Date of Visit: _________________________

After each use, but at least annually, evacuation chairs must be inspected to ensure that they are in proper working order. List the manufacturer, model and date of purchase (if known) for each chair. In addition, using the checklist below, please evaluate the elements of the evacuation chair listed. Place a “Y” in the box if the element is properly functioning. Place a “N” in the box to indicate that there are deficiencies. If “N” is used, please provide additional description of the problem, including the chair number in the space provided below.

**FAILURE TO PERIODICALLY EVALUATE CHAIRS MAY RESULT IN CRITICAL FAILURES DURING A REAL EMERGENCY**

<table>
<thead>
<tr>
<th>Element</th>
<th>Chair ID Number</th>
<th>Chair Manufacturer</th>
<th>Chair Model</th>
<th>Number tag on chair</th>
<th>Date of purchase</th>
<th>Frame</th>
<th>Wheels</th>
<th>Spring locks/Clamps</th>
<th>Handle</th>
<th>Seat</th>
<th>Head Strap</th>
<th>Chest Strap</th>
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Notes: __________________________________________________________________________
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If any deficiencies are noted, please describe and fax a copy of this form to Kendall Perry at 553-3100.