

Evacuation Plan Instructions

The following document is meant to serve as suggestions/considerations to guide your thinking. This is a fluid document and should, by no means, be considered comprehensive

Flow Chart: [Flow Chart](#)

After considering the “Evacuation Plan Decision Making” Flow chart and determining the need for an individual Evacuation Plan:

To be completed at the beginning of each school year by the student’s case manager/504 coordinator, and as needed based on student changes.

Templates:

[Elementary Template](#)

[Semester Template](#)

[Trimester Template](#)

- Update school year, and add student classes (with room number/location) to appropriate template (Elementary, Semester or Trimester) based on school/grade
- Fire Evacuation:
 - Fill in based on student needs- equipment, guidance from staff, assistance with transfers
 - Complete for each level of the school building, as appropriate
 - Example wording:
 - If Stairs Present: Evac Chair: Staff will escort [STUDENT] to meet the trained evacuation team at stairs. The team will assist [STUDENT] in the transfer to the Evac Chair. Staff will secure [STUDENT] to the Evac Chair and glide [him/her] down the stairs, exiting the nearest door. Once outside, [STUDENT] will remain in the Evac chair to rejoin [his/her] class. Once safe to return to the school, [he/she] will then be transferred back into [his/her] wheelchair.
 - If Stairs Present: Tuk’N’Kari: Staff will escort [STUDENT] to meet the trained evacuation team at stairs. The team will assist [STUDENT] in the transfer from [his/her] wheelchair to the Tuk’n’Kari. A minimum of 4 staff members is needed, more is preferable. Staff will lift and carry [STUDENT] down the stairs, exiting the nearest door. Once outside, [STUDENT] will remain in the Tuk’n’Kari until a spare wheelchair can be retrieved. [He/she] will transfer to the spare wheelchair with staff

assistance and wait until it is safe to return to the school where [he/she] will then be transferred back into personal wheelchair

- Main Level: [STUDENT] will remain in [his/her] [stroller/wheelchair], remain with the class as applicable, and exit with [private duty nurse/staff] through nearest exit
 - Dysregulation: Upon activation of the fire alarm, staff will immediately provide [STUDENT] with noise-canceling headphones. Staff will utilize Low-Demand Language (e.g., 'Stand up. Walk to the door.') to avoid cognitive overload, as well as a visual such as "Follow Me".
 - Blind/Low Vision: See Final page of this document for guidance.
 - Deaf/Hard of Hearing: See Final page of this document for guidance.
- Severe Weather:
- Again, fill in based on student's needs- depending on school's policy, is oftentimes appropriate for student to follow typical classroom procedure
 - Will need to address multiple levels if present
 - Example wording:
 - Physical/Temporary: [STUDENT] will remain in [his/her] wheelchair, remain with the class as applicable, and follow to the safest Severe Weather Location. [STUDENT] will stay in [his/her] wheelchair (power or manual) and be positioned in place along the wall next to peers.
 - If [STUDENT] is not in wheelchair (manual or power), [he/she] will be assisted by a staff member into wheelchair and evacuated as above.
 - Dysregulation: [STUDENT] will remain with class as appropriate, but will be provided with fidget toys and extra space as needed to maintain appropriate behavior
 - Blind/Low Vision: See Final page of this document for guidance.
 - Deaf/Hard of Hearing: See Final page of this document for guidance.
- Lock Down:
- Fill in based on student's needs- **check school policy and adapt for student**
 - Example wording:
 - Physical/Temporary: [STUDENT], along with staff, will follow the school/classroom procedure. [STUDENT] will remain in wheelchair (power or manual). If [STUDENT] is not in wheelchair, [he/she] will be assisted by a staff member into his wheelchair
 - Dysregulation: [STUDENT] will remain with class as appropriate, but will be provided with fidget toys and extra space as needed to maintain appropriate behavior
 - Blind/Low Vision: See Final page of this document for guidance.
 - Deaf/Hard of Hearing: See Final page of this document for guidance.
- Staff Specific Training Needs:

- Consider each student and what each staff member will need to know about that student to safely evacuate
 - IE: medical diagnoses, significant surgeries, sensory triggers, etc.
 - Recommend at least yearly training on use of evacuation equipment- completed by Physical Therapist and PI teacher.
 - Consider preteaching with social stories and visuals such as “Follow Me”, “Stay Quiet”, or “Hide”
- Do you have all of the equipment you need- earmuffs, weighted blanket, individual tent, flashlight, evacuation equipment, paras/teachers assigned to evac team as needed
- Is the student on any medications that may be needed in the case the incident lasts for hours?
 - Insulin, antiseizure medication, etc
 - Supplemental O2
- Example wording:
 - Physical/Temporary: Staff training will occur at minimum yearly- at the beginning of the school year- to review lifting procedures, appropriate use of [evacuation equipment], as well as to establish an evacuation team. This training will be completed by the Physical Therapist and PI teacher as applicable with the case manager in attendance. [STUDENT’S] case manager will ensure that staff and instructors are aware of this evacuation plan.
 - Dysregulation: [STUDENT] will participate in 'Low-Sensory Rehearsals' where the alarm is not active. Use of a Social Narrative will establish the sequence of events. A visual such as “Follow Me” will be used in addition to an emergency bag containing fidgets, noise cancelling headphones, and any other student specific needs.
 - Blind/Low Vision: See Final page of this document for guidance.
 - Deaf/Hard of Hearing: See Final page of this document for guidance.

Other Considerations:

- Review with parents at annual IEP
- Monitor for changes throughout the school year- is new equipment needed- as well as at new semester/trimester as classes change
- Need help? Reach out to your Program Specialist or:
 - Physical/Temporary: Physical Therapist (Brita Karolus or Alyssa Rieland) or PI teacher (Nicole Schmidt)
 - Blind/Deaf: B/VI teacher (Nicole Schmidt) or DHH Teacher (Corry Cook)
 - Dysregulation/ASD: Occupational Therapist or Behavioral Specialist for your district

Once Completed:

- Determine who will be on evacuation team if needed with administration involvement
 - Also back-up members in case of absence
- Complete staff training on equipment/procedures- involve PT/PI teacher as necessary
- Make copies:
 - Principal
 - Copy with student/para
 - Nurse
 - 504 Coordinator
 - Parents
- Upload to SpedForms and JMC/alternate program- determined by district administration

Due to low incidence, see below for B/VI and DHH guidance in relation to Evacuation plan verbiage:

Blind/Low Vision:

- Fire Evacuation: The staff member will utilize sighted guide throughout the entire route, ensuring speed and safety.
- Severe Weather: [STUDENT], along with staff, will follow the school/classroom procedure.
- Lock Down: [STUDENT], along with staff, will follow the school/classroom procedure. Ensure appropriate verbal communication to ensure understanding of procedure such as “Stay Quiet” or “Hide”. [STUDENT] may require physical guiding in order to reach safe hiding space.
- Staff Specific Training Needs:
 - Ensure staff are able to appropriately utilize sighted guide techniques, especially in times where silence is key
 - Utilize verbal descriptions as needed (physical orientation and critical incidental details)
 - Ensure appropriate equipment, ex. Long white cane is available if needed

Deaf/Hard of Hearing:

- Fire Evacuation: [STUDENT] will maintain visual contact with the [teacher/interpreter/designated peer]. Staff will use clear, expressive facial gestures and cues as well as visuals to guide the student
- Severe Weather: [STUDENT], along with staff, will follow the school/classroom procedure.
- Lock Down: [STUDENT], along with staff, will follow the school/classroom procedure. Use of a visual such as “Stay Quiet” will be utilized in addition to a low intensity flashlight as needed to ensure visibility of [teacher/interpreter] face/hands during communication.
- Staff Specific Training Needs:
 - [STUDENT] will participate in practices where the alarm is not active. Use of a Social Narrative will establish the sequence of events. A visual such as “Follow Me” “Stay Quiet” or “Hide” will be used.
 - Consideration will be given on use of a low intensity flashlight to ensure student is able to see [teacher/interpreter]’s face/hands