

EMERGENCY EVACUATION PROCEDURES

The Americans with Disabilities Act and the Rehabilitation Act require school districts to make reasonable accommodations for students with disabilities --which must include making plans for a safe evacuation from the school setting. State law and local safety codes set specific requirements. The Minnesota Department of Public Safety, State Fire Marshal Division, Statement of Policy notes acceptable alternate strategies to complete the evacuation of persons with mobility impairments from multi-story buildings. **Only when these guidelines have been met will the State Fire Marshal Division allow people to remain in a building during a drill or emergency situation.**

The IEP team must consider, on a case-by-case basis, whether to develop an individual evacuation plan for each student with a disability. The emergency evacuation plan must coordinate with the overall building/district evacuation plan. Special consideration must be given to multi-story buildings. In order to have fire safe/rescue rooms established within buildings, the school district must work with the local fire marshal.

During each drill, it is important that students, staff and other building occupants practice what they will do in an actual emergency. As stated in the rationale of the Minnesota Department of Public Safety, Statement of Policy, "some schools have separate procedures for drills and actual fires to prevent injuries. This can lead to confusion and; in reality, increase the risk of injury to building occupants during an actual emergency. There is a need to provide alternate strategies to complete building evacuation to minimize this risk of injury". If an IEP team determines that a fire safe room / rescue room is the best option for a student, the team must work closely with the school district and the area fire department to ensure safety procedures are properly followed.

STEPS TO CONSIDER WHEN DEVELOPING AN EMERGENCY EVACUATION PLAN FOR STUDENTS WITH PHYSICAL IMPAIRMENTS:

After determining that a student needs a plan and reviewing your district plan, the team needs to meet to determine the following:

1. **Who** - responsible staff for escorting the student out of the building and/or down stairs
2. **When** - time frames/class schedules
3. **Where** - class location, exits, etc. and the destination for the student
4. **What** - special supplies (i.e. blanket, assistive technology device, whistle, walkie-talkie), special medical attention, and other considerations
5. **How** - Possible solutions:
 - Student follows evacuation plan procedure with minimal assistance/cues
 - Guidance/support by an adult (use of transfer belt for extra support)
 - Carries: two person, fireman's carry, cradle lift, etc.
 - Tuk-N-Kari / Sling
 - Evac Chair
 - Stair Trak
 - Rescue room / Fire Safe room
6. **Additional Considerations** -
 - Map of building
 - Distribution may include: Administration, Health Services, Fire Department, IEP, IEP team members, classroom staff, Sub folders
7. **Approval of Plan**- In addition to team members, parents may participate in creating the plan, reviewing it, and giving input. If appropriate, parents or staff should review the plan with the student.

Individual Emergency Evacuation Plan Template
Year:

Student Name:

Grade:

Case Manager:

Assigned Staff:

Location:

Disability:

Physical/Safety Issues:

Equipment:

Fire Drill Procedure:

- 1.
- 2.
- 3.
- 4.
- 5.

Severe Weather Procedure:

- 1.
- 2.
- 3.
- 4.
- 5.

Lock Down Procedure:

- 1.
- 2.

cc: IEP, administration, classroom staff, health services

EMERGENCY EVACUATION PLAN TEMPLATE

YEAR:

STUDENT:

CASE MANAGER:

CLASSROOM TEACHER:

(Student Description - see sample)

PHYSICAL / SAFETY CONCERNS:

PROCEDURE:

In the event of a **fire drill / emergency or severe weather drill / emergency,**

In the event of a **tornado drill,**

In the event of a **lock-down drill or emergency,**

Location and Staff assigned:

CONSIDERATIONS:

LIFTING TECHNIQUES

Cradle Lift or One Person Carry

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 you 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

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' 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".

1) Individual Emergency Evacuation Plan
Year: 2004-2005

Name: Sara Student

Grade: Kindergarten

Assigned Staff: Peggy Assistant-Educational Assistant (EA) **Location:** all areas

Disability: Cerebral Palsy

Equipment: wheelchair, emergency blanket

Fire Drill Procedure:

1. The education assistant will assist Sara out of the building at the end of the line.
2. If there are no educational assistants available at the time of the evacuation, Sara will exit the building with the classroom teacher at the front of the line.
3. Assistance may need to be given if traveling on the grass, as the wheelchair becomes difficult for Sara to maneuver.
4. All exits are accessible in the building. Be aware of small inclines that may stop the wheelchair quickly. Take your time and move over it.

Severe Weather Procedure:

1. Sara will remain with the class and exit to the designated area escorted by the EA.
2. Sara will be lifted out of her chair and positioned in place along the wall.
3. The wheelchair will need to be moved either by the teacher or the EA, out of the flow of traffic.
4. The educational assistant will stay next to Sara or shelter her body if an actual emergency.
5. Assistance will be given to return Sara to her wheelchair and to the classroom.

Lock Down Procedure:

1. Sara will follow the classroom procedures.

2)EMERGENCY EVACUATION PLAN
2003-2004

STUDENT: Samuel Student

CASE MANAGER: Sandy Supervisor

CLASSROOM TEACHER: Shannon Teacher, Grade 1, Room 310

Samuel Student, Grade 1, has a medical diagnosis of cerebral palsy. Samuel uses either a manual wheelchair, walker, or power wheelchair for mobility. Samuel is in need of an evacuation plan in order to safely follow drill / emergency procedures at Woodhill Elementary School. This plan will need to be reviewed if there are changes in Samuel's health or mobility status.

PHYSICAL / SAFETY CONCERNS: The plan is designed to safely and efficiently support Samuel in following drill / emergency procedures.

PROCEDURE:

In the event of a **fire drill / emergency or severe weather drill / emergency**, Samuel will be guided with verbal and physical assistance as needed by classroom or support staff responsible for him at the time of the drill / emergency. When Samuel is in the first grade classroom or special activities such as music, P.E., library, restroom, computer lab, or DAPE class, Samuel will be supported to follow the same procedure as peers and proceed to the designated area. Samuel's wheelchair will be pushed by staff to the designated area in order to ensure safety and efficiency. When using power wheelchair, he will receive support from staff in its operation, or it will be disengaged and pushed for efficiency. If Samuel is using his walker, he will be transferred into his wheelchair prior to following procedures.

In the event of a **tornado drill**, Samuel will follow above procedure. Samuel will be assisted to the floor for additional safety.

In the event of a **lock-down drill or emergency**, Samuel will remain in his classroom with peers and receive verbal or physical support from classroom or support staff as needed.

If the emergency requires that the students be evacuated and brought to the car dealership (next to the school), Samuel will be escorted to the exit by the first grade classroom doors and pushed in his wheelchair along Highway 5 to the car dealership. Staff will assist in assuring that Samuel safely travels on Hwy 5. Once at the car dealership, parents will be contacted.

CONSIDERATIONS:

If Samuel is using adaptive equipment (i.e. stander, walker), he will be safely and efficiently transferred to his wheelchair prior to following procedure.

In all situations, Samuel will be calmly informed of what is happening.

3) Emergency Evacuation Plan
2004-05

Student: Lori Student, Grade 10

Date: September 2003 – First Semester Evacuation Plan

Case Manager: Mrs. Johnson

Trained staff: Mr. Jones, Ms. Smith, Mr. Green, Ms. B (back-up staff)

**Student Schedule and school map attached.

Concern: Lori has a congenital physical disability called Arthrogyrosis. This condition results in stiff joints and weak muscles. She also has Osteoporosis. Fractures are an ongoing concern. Lori independently wheels her manual wheelchair around the school building.

Plan: During an emergency evacuation, Lori should accompany her class to safety by wheeling her chair independently. Following is a detailed explanation of doors she should exit for each class. Please refer to the attached map of the building.

First Semester:

Homeroom (Room 222): Lori will exit through the door in the hallway between the 100's circle and the 600's addition leading out to the northeast parking lot with her class.

1st period (room 240) and 2nd period (room 218): Lori will wait for specified staff at the top of the stairs between rooms 220 and 219. Two previously trained staff will do a two-person lift and carry her down the steps. Two other staff will be asked to carry her wheelchair down the steps. They will then exit through the West Doors (outside of the counseling office) leading out to the northeast parking lot. (The other staircase between rooms 218 and 240 gets too crowded and backed up during emergency evacuations.)

Lunch (cafeteria): Exit Division side East Doors.

3rd period (room 117-118): Lori will exit to the right when leaving her classroom and exit through the immediate set of doors to her right leading out to the northeast parking lot via ramp.

4th period Qtr. 1 (room 108-109): Lori will exit through the door in the hallway between the 100's circle and the 600's addition leading out to the northeast parking lot.

Quarter 2: 4th period, Lori will be in the cafeteria for study hall. She will exit through the Division side East Doors.

If Lori needs to access the media center (on the second floor), Lori will exit the media center and wait for specified staff at the top of the stairs between rooms 240 and 218. From there, two trained staff will do a two-person lift and carry her down the steps. Two other staff will be asked to carry her wheelchair down the steps. They will then exit through the West Doors (outside of the counseling office) leading out to the northeast parking lot.

Prepared by Mrs. Johnson, case manager

Cc: IEP team members, Health Services, classroom staff, hall supervisors (they will have walkie talkies to call for help if necessary)