

Guidance Document for Emergency Drills focused on Students with IEP and 504 Plans

People with access and functional needs are often the most vulnerable during an emergency. As such, special considerations must be made to ensure they are included in emergency drills and exercises as a means to prepare them along with everyone else in the building to respond appropriately to emergency situations. This document provides school administrators with guidance on conducting emergency drills for those students with individualized learning or accommodations plans.

General Mini Drill Discussion:

1. School Administrator should prepare an informal discussion with the appropriate Special Education and other staff likely to be involved in an emergency response
2. School Administrator should consider involving parents in the discussion to ensure that everyone has the same understanding of the steps taken to evacuate students during emergencies
3. Mini drill discussions should be conducted once a quarter; however, increased practice will help if a true emergency occurs during the school year

IEP / 504 Plans:

1. As planning activities start in the fall, School Administrator should prepare an informal discussion with the appropriate Special Education staff based on the specific nature of a student's individualized needs
2. Ensure that student services or psychologists review the 504 plans with curriculum teachers to make sure they know what accommodations the student is entitled to as well as walking through the evacuation plan so that **all** staff are familiar with it
3. For IEPs, the case manager should review the evacuation plan with the curriculum teacher as well
4. Since the IEP & 504 provide plans for specialized instruction or accommodation, think about how best to address the students' needs
 - a. Write a specific evacuation plan into the IEP/504
 - b. At the beginning of school walk through the building with the student to familiarize them with the evacuation routes from their classes
 - i. A staff member may need to assist
 - ii. You may need to repeat the process until the student understands
 - iii. You may need a social story for context
 - iv. Consider assigning a peer to help the student evacuate the building
 - c. On a quarterly basis, school administrators should consider
 - i. Small mini discussions with students
 - ii. Explain to them the types of sights and sounds they might experience

- iii. See about ways to help get students used to specific noises, such as beeping through a social story
 - iv. Teachers review with their students to think about how they would get out of the building
5. Work with the student and parent to develop a process and schedule for participating in mini drills during the course of the year

Evacuation Device (i.e. Medsled) Hands On Practice Session:

Remember that this is a specific subset of students and these drills should be conducted in a small setting; however, should include discussions and possible placement of students into the evacuation device so everyone gets a feel for how the process would work during an actual emergency.

1. Refresh your understanding on how to properly use the evacuation device
 - a. Take the device from its storage cabinet
 - b. Unroll the device and bend the sides so they form the sides of the device
 - c. Place the student in the device
 - d. Tighten the straps starting with the legs, then move to the waist, and finally the torso
 - e. Use the pillow to protect the students head
 - f. Secure the locking carabineer to the railing on the far side of the stairwell
 - g. Front staff member guides the device down the stairs while the back staff member prevents the device from sliding too fast down the stairwell
2. Set up a practice session with the student and appropriate school staff to walk through the use of the evacuation device and what activities would be occurring during an true evacuation
3. If the student is comfortable being placed in the device, do so; otherwise explain the step-by-step process with the student and staff

Modified Lockdown

These drills can include students with IEP/504 Plans and may involve discussion with the students so that they understand the specific requirements of the drill and how they should conduct themselves in this type of situation.

1. Remind the students of the importance of listening to the teacher's instructions
2. Assign student a specific location to move to as appropriate to ensure their safety

Reverse Evacuation

Depending on the nature of the emergency, a reverse evacuation may be required to move quickly from outside the building to inside. For students with IEP/504 Plans, staff should be familiar with the specific needs of the students and be prepared to assist and account for all students upon re-entry into the building.

1. Remind students that if severe weather, such as a thunderstorm, occurs, they should find their buddy student or teacher and follow their instructions on where to go when they get back into the building
2. Once the student arrives at the predetermined location, let them know that the teacher will take roll call to verify everyone is accounted for
3. If students did not initially return to their classroom, explain to the students that

Duck-Cover-Hold On

While this type of situation could occur both inside and outside a school building, this drill should focus on interior situations such as an earthquake.

1. At the beginning of the school year, the IEP/504 team should find an appropriate location for each student to minimize potential injury during an emergency situation
2. Staff should be prepared to get the student to the predetermined location as quickly as possible and stay with the student until the situation is over
3. If the student needs to be moved or evacuated, identify an appropriate location for the student

Shelter-In-Place

Similar to a duck-cover-hold drill, Shelter-In-Place drills follow similar guidelines; however, this type of drill could be in response to an active assailant or related security breach inside a building. Age appropriate discussions with students that have IEP/504 Plans should occur, but should not focus on the scenario but rather where the student should go to shelter.

1. At the beginning of the school year the IEP/504 team should identify an appropriate location for the student to remove them from the field of vision of the classroom entry door
2. Along with finding an appropriate location for the student to move to, identify alternate locations or points of egress if the need to quickly evacuate the building is required
3. It is important to explain to student the need to be quiet and follow the teachers instructions
4. Consider assigning a buddy student to assist the teacher as appropriate