

## Diman Special Educator's Emergency Plan Procedural Checklist

<b>1.</b>	Develop a clear safety plan for evacuations or lock-downs across the entire building or for areas in which you are working with students needing support. Consider obstacles such as stairs, locked egress doors, and loud alarms that might be a physical, sensory or emotional barrier for a student.	
<b>2.</b>	Develop a clear safety plan for different times of the day. Include contingencies for busy traffic times, such as the beginning and end of day and during lunch and schedule changes for events such as school assemblies	
<b>3.</b>	Develop individual emergency and lock-down plan for target students.	
<b>4.</b>	Involve local emergency personnel (police, fire, EMT, etc.) annually in any plan to ensure that they are aware of specific needs of specific students with disabilities so that in the event of an emergency, they are familiar with those students requiring specialized procedures.	
<b>5.</b>	Teach students what to do or review processes even if you think they already are aware of them. This includes how, when and where to go and when they can come out (what words might be said, such as an "all clear" announcement or police officers identifying themselves). When can they return to the building during a drill or fire alarm practice.	
<b>6.</b>	Practice the plan at least once with students in your classroom before any planned building-wide drill. Notify administration of the need for practice.	
<b>7.</b>	Provide opportunities for practice or for discussion that can be related to news stories or national incidents. Some of your students may require multiple explanations and options to discuss/practice to maintain skills.	
<b>8.</b>	Practice or discuss plans/options in every classroom in which you work with students who have been identified as needing extra support.	
<b>9.</b>	Practice or discuss plans/options in the halls and community areas of the building. For example, if the student is in the restroom or taking a note to the office, where should s/he go in the event of an emergency.	
<b>10.</b>	Keep copies of IELPs with lesson plans and class rosters; reference their existence in the Additional Information section of their IEP.	
<b>11.</b>	Keep an emergency bag with you/in your desk for students that will help them maintain safety in the event of an emergency, an evacuation or a lock-down. The bag can include snacks, activities or other things to keep students occupied and quiet and to calm any anxiety or triggering behaviors. Include any needed medical supplies such as masks for respiratory difficulties, snack items for groups, any medications for students with allergies or diabetes.	