



# IRAA School Emergency Preparedness

A Project of the Western Regional Homeland Security Advisory Council

## District Emergency Plan

## Introduction

For generations, schools have been a safe haven for our children and youth in the Commonwealth of Massachusetts and in the United States. Families trust that their children will be educated, nurtured and cared for when away from home at school-based activities. Schools have developed and adopted comprehensive emergency and disaster protocols with team approaches to preparedness, recovery, response and mitigation. Many school districts have developed outstanding collaborations with first responders and public safety to test plans through scheduled exercises and drills. Public health and community based organizations are frequently involved with schools in an “all-hazards” approach to emergency preparedness.

Nationally and regionally, significant progress has been made with emergency preparedness in the wake of tragic events such as the shootings at Columbine High School, school bus accidents and other man-made or natural disasters. Yet, while many schools have readiness plans, the resources to address vulnerabilities vary widely among communities for faculty/staff and students requiring additional assistance.

The Individuals Requiring Additional Assistance Preparedness Project (IRAAPP) funded by the Western Region Homeland Security Advisory Council has developed materials and trainings that address the needs of diverse and vulnerable populations in crisis situations. Following best practices from national models, IRAAPP in Western Massachusetts successful trained representatives from community based organizations, emergency response, disability advocates and caregivers to be ready to respond and recover from small or large-scale emergencies or disasters.

Conversations with educators and other professionals who regularly interact with Individuals Requiring Additional Assistance (IRAA) in school settings, coupled with research and policy reviews revealed that school districts across Western Massachusetts have well defined emergency plans. Deficits were identified, however, with the lack of specific emergency plans for special needs students and the faculty/staff and caregivers who tend to their cognitive, behavioral, transportation and medical needs.

The IRAA School Emergency Preparedness project provides guidance for school districts to mediate these deficits.

## Acknowledgments

This project has been made possible through funding by the Western Region Homeland Security Advisory Council (WRHSAC). The Pandemic Flu subcommittee of the WRHSAC initiated the four county/Western Region model that brought multi-disciplinary professionals together from diverse communities to address the needs of individuals requiring additional assistance throughout Western Massachusetts. The Pandemic Flu subcommittee has continued to advocate for the inclusion of IRAA in all hazards emergency preparedness, response, recovery and mitigation.

The Disability Law Center with offices in Boston and Northampton, Massachusetts has provided legal guidance and direction for the IRAAPP. Attorney Nancy J. Murphy served as the project manager for the formation of the materials, trainings and conference presentations. Consultation for IRAA SEP has included the expertise of Attorney Murphy and the DLC, from whom the project has benefitted tremendously.



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## Why IRAA SEP?

“Preparing for emergencies through the lens of IRAA (Individuals Requiring Additional Assistance) ensures that safer schools for all students, faculty/staff, families and the community are created.”

-Kathleen Conley Norbut, M.Ed., LMHC  
IRAA School Project Manager

Emergencies and disasters, whether they are natural or man-made, can impact Individuals Requiring Additional Assistance (IRAA) more than other people. Many emergency or disaster situations have little or no warning for communities, emergency personnel, schools, students and families to prepare and respond. Emergency systems seem to have been traditionally designed for people who can talk, walk, run, drive, see and hear. When emergency incidents occur, quick action and instruction may be delivered by first responders through alerts and evacuation orders in order to save lives and property. IRAA students, faculty and staff may face obstacles and compounded challenges with these tasks.

These obstacles may include cognitive/intellectual, physical/medical, communication, behavioral/emotional and transportation needs.

Children with special needs may be at greater risk than other children when facing disasters. These children may need a special diet, may have an IEP or 504 plan that delineates their specialized educational, therapeutic, medical, dietary and behavioral needs. Medicine, medical equipment, assistive technology and consistent routines with familiar personnel may be needed. IRAA students may need help with Activities of Daily Living (ADLs) and unable to respond to novel situations without significant assistance.

## Administrators and Policy Makers

There is great concern and emphasis on school safety in our communities and across the Commonwealth. Recent tragic events with bullying, violence and other threats in public schools have captured national attention. We are concerned about our children and the people who care for and educate them on a daily basis. Over the past decade school districts have developed safety plans for evacuation, “lock-downs,” sheltering, pandemic influenza and other scenarios. Individuals Requiring Additional Assistance School Emergency Preparedness was developed to consider the specific and unique needs of students requiring additional assistance in emergency or disaster situations.

### LEADERSHIP

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Leadership is required to successfully plan for school safety. First responders and public health emergency preparedness experts recommend all-hazards preparedness planning to protect all members of the school community. Empowering the people who work with and care for students with access and functional needs including transportation personnel, administrators, policy makers, custodians, nursing staff, parents/guardians and other stakeholders is essential. Inclusive IRAA SEP policies, procedures, training and communication improves outcomes when responding to and recovering from a school-based emergency or disaster.

There are three major tenets to the IRAA SEP project.

- School safety and comprehensive preparedness planning require IRAA SEP district plans that incorporate training and empowerment of faculty, staff, parent/guardians and advocates for access and functional needs students.
- IRAA students require a specific and unique Personal Emergency Plan (PEP) that articulates the individualized needs of the student in an emergency or disaster.
- Communicating, training and exercising the plans must be incorporated into the standard operating procedures of the school district with close collaboration with stakeholders including: administrators, faculty/staff, parents/guardians, advocates and students.

IRAA SEP recommends developing a specific individualized personal emergency plan (PEP) that spells out the nature of each child's additional needs and/or disability and the accommodations that are required. This will help ensure that faculty, first responders and parents/guardians act appropriately during an emergency situation.

IRAA SEP has suggested introducing the PEP during the IEP or 504 processes when the entire team is gathered with parents/guardians, advocates. This is an opportune time to communicate the variables that should be considered that for the specific student in an emergency or disaster situation. IRAA PEP should be maintained and administered with secure and confidential protocols similar to IEP, 504 and medical records.

Many districts will prefer a separate safety meeting to discuss SEP plans for students requiring additional assistance. Parent education forums, PAC workshops, and web-based access to IRAA SEP documents are strategies that may be used to develop PEP for students.

“Children and youth rely on and find great comfort in the adults who protect them. Teachers and staff must know how to help their students through a crisis and return them home safely. Knowing what to do when faced with a crisis can be the difference between calm and chaos, between courage and fear, between life and death.” (Practical Information on Crisis Planning a Guide for Schools, page 7)

## AMERICANS WITH DISABILITIES ACT

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A brief synopsis with reference to further detailed information about ADA may be useful to stakeholders at this point.

- Title I of the ADA provides that no covered entity shall discriminate against a qualified individual with a disability because of the disability in regard to job application procedures, the hiring, advancement, or discharge of employees, employee compensation, job training, and other terms, conditions, and privileges of employment.

- Title II of the ADA provides that no qualified individual with a disability shall be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity or be subjected to discrimination by any such entity. "Public entity" is defined as state and local governments, any department or other instrumentality of a state or local government and certain transportation authorities. Thus, emergency services operated by a state or local government cannot discriminate against individuals with disabilities.
- Title III provides that no individual shall be discriminated against on the basis of disability in the full and equal enjoyment of the goods, services, facilities, privileges, advantages, or accommodations of any place of public accommodation by any person who owns, leases (or leases to), or operates a place of public accommodation. Entities that are covered by the term "public accommodation" are listed in the statute and include, among others, hotels, restaurants, theaters, auditoriums, laundromats, museums, parks, zoos, private schools, day care centers, professional offices of health care providers, and gymnasiums.

Citation (42 U.S.C. S12112(a), 42 U.S.C. S12131-12133.42, U.S. C. 912182, 42U.S.C. 912181).

## DEPARTMENT OF JUSTICE GUIDE

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The Department of Justice has observed that, "One of the most important roles of local government is to protect their citizenry from harm, including helping people prepare for and respond to emergencies. Making local government emergency preparedness and response programs accessible to people with disabilities is critical part of this responsibility. Making these programs accessible is also required by the ADA."

Citation (<http://www.usdoj.gov/crt/ada/emergencyprep.htm>).

It is therefore incumbent upon local government to reach further into School Emergency Preparedness (SEP) with district-wide and Personal Emergency Plans (PEP) for students requiring additional assistance.\*

\*Personal Emergency Preparedness Plan, See: Workbooks, beginning on page 47.



## INCIDENT COMMAND SYSTEM – SCHOOL EMERGENCY PREPAREDNESS

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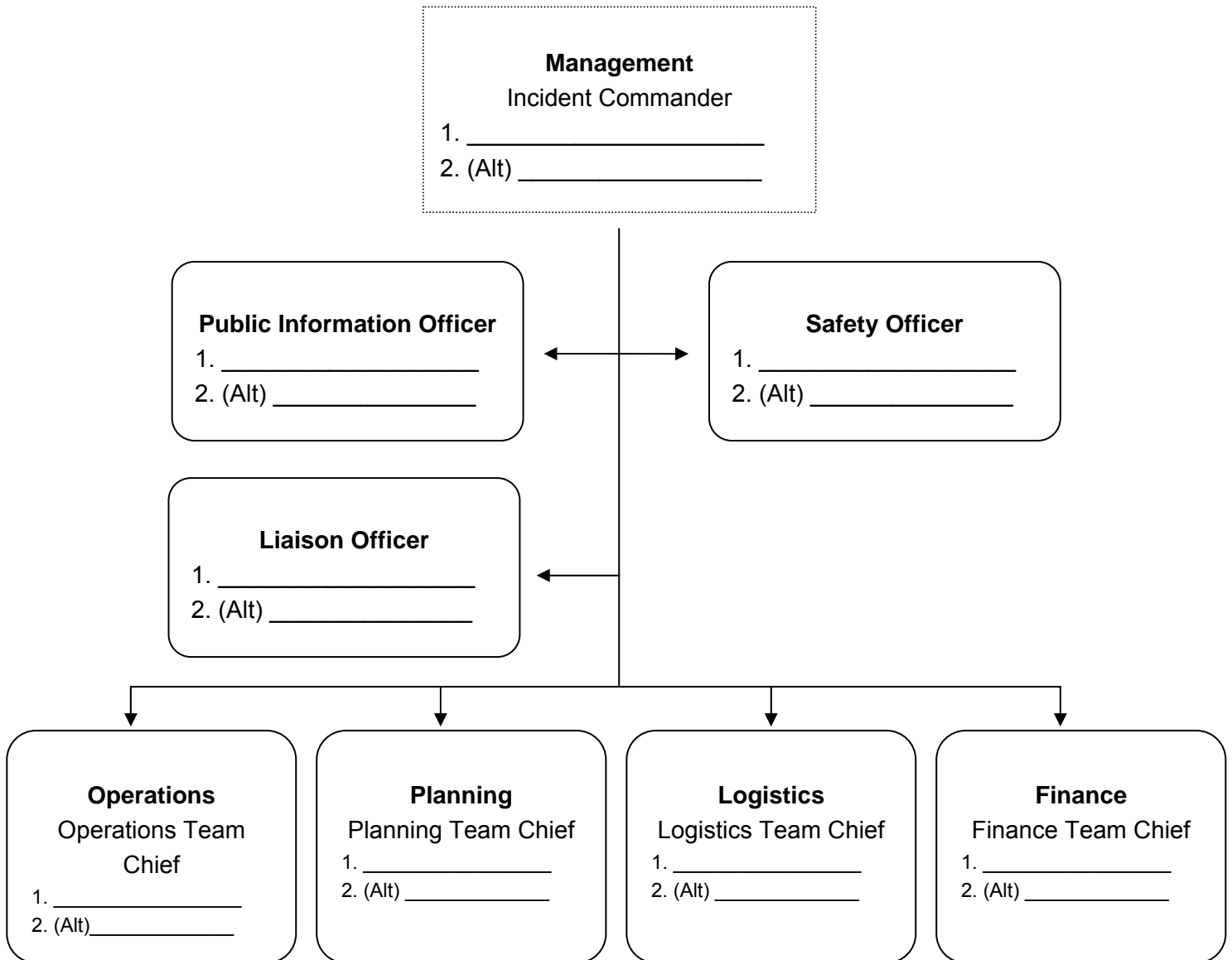
The National Incident Management System (NIMS) is the Federal standard for responding to disasters.

Understanding that the Incident Command System is the core of NIMS will allow you to organize for managing any situation, coordinate with your community partners, and “speak the language” of professional responders. Incident Command System trainings are available at no-cost online through the Federal Emergency Management Agency (<http://www.fema.gov>) and regionally through the Massachusetts Emergency Management Agency.

For the above reasons and for your convenience, pages 10-14 are included in the District Emergency Plan to provide a template to assign personnel and documentation for your district’s Incident Command System. This documentation is useful for internal as well as external communications.

INCIDENT COMMAND SYSTEM – DIAGRAM OF LEADERSHP ROLES

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## INCIDENT COMMAND SYSTEM – FUNCTIONS

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### MANAGEMENT - INCIDENT COMMANDER

Leads the response; appoints and empowers team leaders; sets tone and standards for response. The Incident Commander (IC) encourages teamwork and communications.

Incident Commander – Superintendent or Alternate

1. \_\_\_\_\_ Emergency Phone \_\_\_\_\_
2. (Alternate) \_\_\_\_\_ Emergency Phone \_\_\_\_\_

### SAFETY OFFICER

Focuses on the safety of all people responding to the incident. Assesses hazards of the situation for individuals requiring additional assistance as well as the general population and reports to the Incident Commander (IC).

Safety Officer – Facility Manager or Resource Officer

1. \_\_\_\_\_ Emergency Phone \_\_\_\_\_
2. (Alternate) \_\_\_\_\_ Emergency Phone \_\_\_\_\_

### PUBLIC INFORMATION OFFICER

Works with the media and distributes messages to the public and local community. Public Information Officers require training in crisis communication and accessible formats to disseminate information to diverse populations.

Public Information Officer

1. \_\_\_\_\_ Emergency Phone \_\_\_\_\_
- 2 (Alternate) \_\_\_\_\_ Emergency Phone \_\_\_\_\_

**LIAISON OFFICER**

Coordinates and communicates with all jurisdictions responding to the incident and acts as the liaison between the Incident Commander/Command Staff and top-ranking officials of each organization.

Liaison Officer

1. \_\_\_\_\_ Emergency Phone \_\_\_\_\_

2. (Alternate) \_\_\_\_\_ Emergency Phone \_\_\_\_\_

### OPERATIONS TEAM

Handles key actions including first aid, search and rescue, fire suppression and securing the site. Evacuation and sheltering of students requiring additional assistance will be orchestrated by the operations team. Therefore, the team should include personnel knowledgeable and skilled with meeting the specific needs of IRAA students and faculty.

Operations Team Chief

1. \_\_\_\_\_ Emergency Phone \_\_\_\_\_

2. (Alternate) \_\_\_\_\_ Emergency Phone \_\_\_\_\_

### LOGISTICS TEAM

Finds, distributes, and stores all necessary resources (supplies and people) to respond appropriately. Logistical preparedness can be heightened through advance collaboration with community based organizations and regional resources

Logistics Team Chief

1. \_\_\_\_\_ Emergency Phone \_\_\_\_\_

2. (Alternate) \_\_\_\_\_ Emergency Phone \_\_\_\_\_

### PLANNING TEAM

Gathers information, thinks ahead and keeps all team members informed and communicating. The school crisis team is generally the best skilled in this area to anticipate the needs of the general population and students requiring additional assistance.

Planning Team Chief – School Crisis Team Leader

1. \_\_\_\_\_ Emergency Phone \_\_\_\_\_

2. (Alternate) \_\_\_\_\_ Emergency Phone \_\_\_\_\_

**FINANCE TEAM**

Tracks all expenses, claims and activities and is the record keeper for the incident.

Finance Team Chief – Business Manager

1. \_\_\_\_\_ Emergency Phone \_\_\_\_\_

2. (Alternate) \_\_\_\_\_ Emergency Phone \_\_\_\_\_

## FISCAL CONSIDERATIONS

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It is a good idea for schools to be aware of its cost of normal operations; estimate cost increases that might arise from emergencies and be familiar with eligibility and other prerequisites for aid and reimbursements from Federal Emergency Management Agency (FEMA) and other agencies.

Some topics to explore include the following:

1. Copies of Financial Support Documentation to have ready

- Insurance policies
- The deed or lease for your facilities
- Bank information, with all of your account numbers, including personnel contacts
- Legal identification, such as taxpayer ID number and evidence of exemption status
- Memoranda of Understanding (MOUs)

2. Liquid Assets

- How much cash do you keep in “petty cash”?

3. Credit Cards/ Lines of Credit

- What credit cards does the district own?
- Where are they?
- What are the limits of each?
- Who can sign on each?
- Do they have emergency credit extensions?
- Do you have a line of credit immediately available?
- Who can access the money?

**Reminder: Keep this information updated.  
Be sure it reflects any staff or policy changes!**

## District/Organization Emergency Plan

### CONTINUITY OF OPERATIONS PLAN (COOP)

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Make sure you are clear on the School District priorities for services to IRAA students. It is recommended that each school district have continuity of operations plans that are under the direction of each building principal. Copies of the school district's COOP should be stored with protection of confidentiality in both electronic and hardcopy in the central office locations and a second off-site secure area.

Back-up and redundancy in emergency preparedness are key planning strategies. This ensures that records and information that may be destroyed in the disaster are accessible at an alternate site.

What is needed to continue providing essential services after a disaster?

1. List the primary services you will continue to provide following an emergency?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

2. What are the critical material resources necessary to maintain these operations?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

3. What neighboring agencies or businesses can you connect with in order to share resources in an emergency, to maintain operations and to ensure the care of people you serve?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

Your organization should clarify what its mission and priorities will be in the aftermath of a major disaster. It is important for schools working with at-risk clients on a daily basis to know their students' needs and how to support their recovery following a disaster.

Some questions to include:

1. What are the predictable needs of the students you serve in emergencies?
2. Will the needs of the students you serve require you to expand services in a disaster's aftermath?
3. Will you need to consider providing new or different services?



## CRISIS TEAM TRAINING AND DRILLS OF IRAA SEP PLANS

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Discuss the need for inclusion of Special Education teachers and aides, nurses, clinical personnel for IRAA as members of the school district's Crisis Team. Crisis Team members should be familiar with Incident Command System and have a personal and family emergency plan completed.

- What type of services are you going to provide for your IRAA students when disaster strikes?
- Does your current mission statement encompass how you see the schools functioning and providing services to IRAA students in a disaster?
- Sample drills may be found at: <http://www.safeamericaprepared.org/pdf/DD3.pdf>
- Collaboration with local and regional emergency responders and public health exercises and drills will improve schools readiness.

“Knowing how to respond quickly and efficiently in a crisis is critical to ensuring the safety of our schools and students. The midst of a crisis is not the time to start figuring out who ought to do what. At that moment, everyone involved – from top to bottom – should know the drill and know each other.”

—Margaret Spellings

U.S, Secretary of Education, 2005-2009

## PREPARING PERSONNEL FOR EMERGENCIES

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Make sure your staff is mentally, physically and emotionally prepared to respond.

It is recommended that faculty and staff who require additional assistance have their needs articulated to appropriate supervisors, administrators or nursing staff.

In an emergency, the first concern of staff will be the safety and welfare of their own family members.

1. Have all staff and key volunteers trained in basic emergency preparedness on a regular basis. IRAA SEP recommends district-wide **“Let’s Make a Plan!”** training, followed by annual review of personal and family emergency plans. It is recommended that new faculty/staff complete **“Let’s Make a Plan!”** as part of their orientation training.
2. Encourage and support faculty/staff and key volunteers to have a copy of their **“Let’s Make a Plan!”** both at home and at work.\* This increases the likelihood that they and their families can cope with the disaster without outside help and will be available to respond and recover from an event.
3. Your district will want to ensure that all staff members have an opportunity to check on their homes and family members as soon as possible following a disaster.
4. Include transportation, maintenance, custodial, food services, school resource officers, nursing staff, substitute and part-time personnel in school emergency preparedness training and drills.

\***Let’s Make a Plan!** See: Workbooks, beginning on page 37.

STAFFING PLANS AND BACK-UP

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Discuss making sure you have enough people to do what needs to be done for a post-disaster response.

Determine your staffing requirements for post-disaster response.

1. The district has a list of faculty/staff home telephone numbers for emergency use.  
Yes \_\_\_ Needs Improvement \_\_\_
2. The district updates the telephone lists every 6 months.  
Yes \_\_\_ Needs Improvement \_\_\_
3. The district has assessed how many IRAA students and faculty are in each facility.  
Yes \_\_\_ Needs Improvement \_\_\_
4. Substitute teachers and temporary personnel receive training on district safety protocols including emergency preparedness.  
Yes \_\_\_ Needs Improvement \_\_\_
5. The district collaborates with local and regional emergency planning committees and First Responders.  
Yes \_\_\_ Needs Improvement \_\_\_
6. The number (or percentage) of faculty/staff trained in Incident Command System (ICS) and personal/family, school emergency preparedness. \_\_\_\_\_
7. The district has identified and defined the role of the Safety Officer?  
Yes \_\_\_ Needs Improvement \_\_\_
8. Are families of IRAA students/faculty or staff included in the district’s emergency preparedness plans? Using the “**Let’s Make a Plan!**” and “**Personal Emergency Plan,**” school districts may record the most critical contacts that need to be made.  
Yes \_\_\_ Needs Improvement \_\_\_
9. What else will be needed (e.g., bedding medicine, special equipment, etc.)?  
Where can you get these items?
  - a) Item: \_\_\_\_\_  
Location: \_\_\_\_\_
  - b) Item: \_\_\_\_\_  
Location: \_\_\_\_\_

The school district’s emergency preparedness plans consider what training and skills can be instilled in your policy makers, faculty/staff, IRAA students and families to let them take part in your preparedness and response efforts as full partners and helpers?

Yes \_\_\_ Needs Improvement \_\_\_

If so, how? \_\_\_\_\_  
\_\_\_\_\_

If not, what measurable steps can the district take in the next 90 days to improve the inclusion of the above stakeholders?

\_\_\_\_\_  
\_\_\_\_\_

**See: Workbooks Section**

- Preparing Faculty, Staff and Families for Emergencies: **“Let’s Make a Plan!”**
- Preparing IRAA Students for Emergencies: **“Personal Emergency Plan”**

## Facilities Preparation

### ON-SITE SUPPLIES

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Make sure you have preparedness supplies available. Create and maintain an on-site cache of emergency preparedness supplies. The exact contents will depend on the size and diversity of your faculty/staff, students and potential visitors. **Check each box below for the basic contents of an on-site supply cache that have been established in your school district:**

- |   |                                       |  |
|---|---------------------------------------|--|
| <input type="checkbox"/> Food and water     | <input type="checkbox"/> Whistles     | <input type="checkbox"/> Necessary medicines*  |
| <input type="checkbox"/> First Aid supplies | <input type="checkbox"/> Blankets     | <input type="checkbox"/> Alcohol hand cleaner* |
| <input type="checkbox"/> Light/Flashlights  | <input type="checkbox"/> Garbage bags | <input type="checkbox"/> Thermometer*          |
| <input type="checkbox"/> Radio(s)           | <input type="checkbox"/> Duct tape    | <input type="checkbox"/> Personal hygiene      |
| <input type="checkbox"/> Batteries          | <input type="checkbox"/> Extra Cash   | supplies*                                      |

Perishable supplies, such as food, water and medicine, need to be replaced regularly. One way to do this is by “cycling” the food and water. “Non-perishables” have a much longer shelf life before they go bad.

### PHYSICAL PLANT PREPARATION

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The physical environment must support the safety of IRAA students, faculty and staff. The district has taken the following steps for physical plant safety – **Check each box below for steps already completed:**

- Secure pictures and other wall hangings by using safety hooks
- Clear exits and pathways
- Fasten breakables to walls or shelves with museum wax
- Lower heavy items to bottom shelves
- Remove fire and chemical hazards
- Install smoke detectors, fire extinguishers, cabinet latches

- Label fire exits and safety supplies
- Clearly mark your gas and water shut-off valves. Post clear simple instructions for shutting off each one (in all languages needed).
- Keep a conveniently located set of tools to facilitate prompt gas shut-off. Tools should include both pip and crescent wrenches.

Sketch your facility and note vital emergency resources including:

- |                      |                      |                  |
|----------------------|----------------------|------------------|
| • Fire extinguishers | • First-Aid Supplies | • Escape Routes  |
| • Go-Kits            | • Water Shut-off     | • Generators(s)  |
| • Tool Kits          | • Gas Shut-off       | • Documents Safe |
| • Supply Cache       | • _____              | • _____          |
| • _____              | • _____              | • _____          |

The district's safety plans utilize GIS or other mapping features.

Yes \_\_\_ Needs Improvement \_\_\_

If yes, how is it accessible? \_\_\_\_\_

## Faculty and Staff

### IRAA SCHOOL/CLASSROOM GO-KIT

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Make sure you can operate even if you evacuate. If you need to evacuate your facility, a School and Classroom Go-Kit will allow you to continue providing your most vital services wherever you go. This small, portable container should hold copies of every document as well as some basic supplies such as pen and paper.\*

Some basic contents of a District/School Go-Kit are listed below – **Check each box below for the items that your district has completed:**

- Your Disaster Plan
- Important documentation: Student Records, CD or Flashdrive
- Legal identification, such as your license and student ID cards
- Memoranda of Understanding (MOU's) among collaborating emergency supports
- Contact, and Emergency Contact, Information for your staff and key contacts
- Backup of financial, staff and student records
- First Aid Kit with instructions
- Flashlight (battery operated + batteries)
- Whistle and hat (for teacher identification)

The District has school emergency go-kits.

Yes \_\_\_ Needs Improvement \_\_\_

**You may wish to maintain more than one school kit.** Creating two is not harder than creating one, and an off-site backup may be what ensures that you have needed records.

\*See Appendix: **READY Classroom: School Emergency Supplies and “Go Kits”**

## School Emergency Supplies and “Go Kits”

Every school, before and after care center, and day care center should store emergency supplies in preparation for either an evacuation or an emergency that requires students and staff to shelter in place. The safety team should select supplies that address the needs of the specific school, its population, climate, facilities, and resources. Because emergency supplies are so important, the school safety plan should reference both the supplies to be stockpiled and staff role responsible for stocking and replenishing.

### “Go Kits”

In case of an emergency evacuation, it is critical that every classroom and the administration maintain a “go kit,” a self-contained and portable stockpile of emergency supplies, often placed in a backpack and left in a readily accessible but secure location so that it is ready to “go.” The school safety plan should reference the go kits and note the personnel to whom responsibility is delegated for stocking and replenishing them. The contents of the go kits should reflect the safety team’s consideration of the school’s circumstances and resources.

Go Kit Items for Consideration	
Administration Go Kit Supplies	Classroom Go Kit Supplies
<ul style="list-style-type: none"> <li>• Clipboard with               <ul style="list-style-type: none"> <li>◦ List of students</li> <li>◦ List of students with special needs and description of needs (i.e. medical issues, prescription medicines, dietary needs), marked confidential</li> <li>◦ List of school personnel</li> </ul> </li> <li>• List of school emergency procedures</li> <li>• Whistle and hat for leadership identification</li> <li>• Battery-operated flashlight</li> <li>• Utility turnoff procedures</li> <li>• Emergency communication device</li> <li>• First aid kit with instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Clipboard with               <ul style="list-style-type: none"> <li>◦ List of classroom students</li> <li>◦ List of students with special needs and description of needs (i.e. medical issues, prescription medicines, dietary needs), marked confidential</li> </ul> </li> <li>• List of school emergency procedures</li> <li>• Whistle and hat for teacher identification</li> <li>• First aid kit with instructions</li> <li>• Student activities (such as playing cards, checkers, inflatable ball)</li> </ul>

### School Emergency Supplies

Every school should store emergency supplies in case its students and staff are required to shelter in place due to an emergency or a lockdown. All supplies should be securely stored in an accessible, central location. They should be labeled, protected, and maintained. Supplies that have expiration dates (such as batteries, food, water, and prescription medications) must be replenished over time. The safety team leadership should delegate the responsibility for making sure that these kits are properly stocked and replenished.

Schools should consider the following lists in light of their particular needs. Some items are easily stored while others are not. For example, extra clothing for young students is commonly stored in the classroom; older students could store extra clothes in their lockers.

Source: U.S. Department of Education



Supply Items for Consideration		
Administration Supplies List	Classroom Supplies List	Student and Staff Supplies List
<ul style="list-style-type: none"> <li>• Designated command post with student roster (and photos), emergency contact information, and staff roster (with photos) in the form of a sign in/sign out sheet.</li> <li>• Reflective vests or other means of identifying safety team members</li> <li>• Whistles</li> <li>• Small directory with emergency telephone numbers of local drugstores, etc.</li> <li>• Walkie-talkies</li> <li>• Pens, pencils, or wax markers</li> <li>• Change for payphones</li> <li>• Special needs roster</li> <li>• Campus layout maps with evacuation sites, first aid sites, and parent reunification site</li> <li>• First aid supplies</li> <li>• First aid instruction manual</li> <li>• Medical gloves</li> <li>• Food</li> <li>• Water supply</li> <li>• Battery-operated flashlight or light sticks</li> <li>• Extra batteries</li> <li>• Battery-operated radio</li> <li>• Blankets</li> <li>• Portable toilets, makeshift toilets, or garbage bags</li> <li>• Sanitary items (toilet paper and towelettes)</li> <li>• Work gloves</li> <li>• Plastic sheeting</li> <li>• Breathing masks</li> <li>• Can opener</li> <li>• Waterproof matches and container</li> <li>• Lighter</li> <li>• Multipurpose tool, wrench or pliers, and knife</li> <li>• Speaker or megaphone</li> <li>• Utility turnoff procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Clipboard with               <ul style="list-style-type: none"> <li>◦ List of classroom students (and photo)</li> <li>◦ List of students with special needs and description of needs (i.e. medical issues, prescription medicines, dietary needs), marked confidential</li> </ul> </li> <li>• List of emergency procedures</li> <li>• Whistle &amp; hat (or other identifier) for teacher</li> <li>• First aid supplies</li> <li>• First aid instruction manual</li> <li>• Medical gloves</li> <li>• Food</li> <li>• Water</li> <li>• Battery-powered flashlight</li> <li>• Batteries</li> <li>• Blankets</li> <li>• Bucket</li> <li>• Sanitary items (towelettes &amp; toilet paper)</li> <li>• Work gloves</li> <li>• Breathing masks</li> <li>• Plastic sheeting</li> <li>• Duct tape</li> <li>• Can opener</li> <li>• Hard candies</li> <li>• Student activities</li> </ul>	<ul style="list-style-type: none"> <li>• Jacket, raincoat</li> <li>• Change of clothes</li> <li>• Hat, gloves, and scarf where applicable</li> <li>• Food</li> <li>• Water</li> <li>• Personal prescription medications where applicable</li> </ul>

Source: U.S. Department of Education

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Additional items that schools may want to consider include: radio equipment, emergency communication mechanisms, battery chargers, cigarette lighter cords, two extra 3A fuses, gas, and LED lanterns.

Schools may wish to coordinate plans for emergency clothing and sleeping supplies with the American Red Cross or another agency responsible for mass care in a crisis situation. In many situations the school will already be designated as an emergency shelter with plans already in place for storage of cots and blankets, etc.

Stockpiling personal prescription medications is complicated by many factors, including expiration dates, insurance, expense of extra doses, and temporary versus long-term needs. Schools may be able to arrange to have on hand more "routine" medications like insulin or epinephrine that could be kept in a first aid kit. Some medications will already be stored in the school for the chronic use of individuals. This is an issue that must, at least, be discussed with parents, the school nurse, and the administrator.

#### Additional Information and Resources:

##### Practical Information on Crisis Planning for Schools and Communities

Developed by the U.S. Department of Education's Office of Safe and Drug Free Schools, the guide offers particularly useful information for schools assembling emergency supplies and classroom kits (see pages 6-25 to 6-27).

<http://www.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf>

##### FEMA: Are You Ready?

Get advice for families and individuals on creating kits for the home and at work. Much of the information is transferable to schools and their preparedness efforts. It offers guidance for choosing as well as storing and maintaining items.

[http://www.fema.gov/areyouready/assemble\\_disaster\\_supplies\\_kit.shtm](http://www.fema.gov/areyouready/assemble_disaster_supplies_kit.shtm)

##### Supply Checklists

Presented by Ready America (U.S. Department of Homeland Security) and accessible at Ready.gov. These checklists include supplies for such basic needs as food, clean air, and first aid. Special checklists are also available for portable kits and for people with special needs.

<http://www.ready.gov/america/getakit/index.html>

# Communication

## COMMUNICATION SYSTEMS

---

Make sure communication systems have been developed and tested with faculty/staff, Parents/guardians, and community members.

Communication will “make or break” a disaster response. From a notice on the school building entrance doors identifying your new location and contact information, to a Public Information Officer correcting news reports about your school, communication is the key to letting people make the right decisions.

**In an emergency these agencies may need information about the status of IRAA students in the district.**

Fire Department Liaison \_\_\_\_\_  
(Name) (Phone)

Police Department Liaison \_\_\_\_\_  
(Name) (Phone)

EMS Liaison \_\_\_\_\_  
(Name) (Phone)

American Red Cross Liaison \_\_\_\_\_  
(Name) (Phone)

### WHAT should you communicate?

- School operation status reports
- Damage assessment
- Services offered or changed
- Schedule changes
- Location changes
- Other needs

### TO WHOM are you communicating?

- Disaster services partners
- Faculty/Staff
- Students and families
- Media
- General public
- Other

**WHO should communicate the message?**

- Ensure they have proper training
- Ensure they have proper authority
- Ensure they share consistent message

**HOW should you communicate?**

- Electronic
- Paper
- Verbal
- Combination

**WHAT can you do or prepare in advance?**

- School talking points/key messages
- Disaster/emergency response press release
- Emergency related funding solicitation
- Email, phone, pager, cell phone and fax lists
- Take crisis/risk communication training

The district has identified a Public Information Officer.

Yes \_\_\_ Needs Improvement \_\_\_

---

(Name) (Contact Information)

**COMMUNICATION TOOLS**

---

Mastering how you send and receive information will help you in both crisis and opportunity. A variety of options is the key to maintaining communications.

**SIGNAGE**

Make IRAA SEP signage visible and accessible for individuals requiring additional assistance including low/no-vision and non-English literate. Clear and visible signs indicating safety tools, exits and emergency instructions will help people to keep themselves safe while at your agency.

There are many communication tools we don't normally consider that may become useful if a disaster cuts off our normal channels.

- Bulletin Board/White Board
- Carbon Paper/NCR Paper
- CB Radios
- Cell Phones
- Digital Telephones
- Drums
- Flag Pole
- HAM Radios/ Weather Radios
- Megaphones/Bullhorns
- Pagers
- Palm Pilots/Blackberries/iPhones
- Public Signage
- Runners
- Walkie-Talkies
- Whistles
- Cable Access Television
- Mass 2-1-1
- \_\_\_\_\_
- \_\_\_\_\_

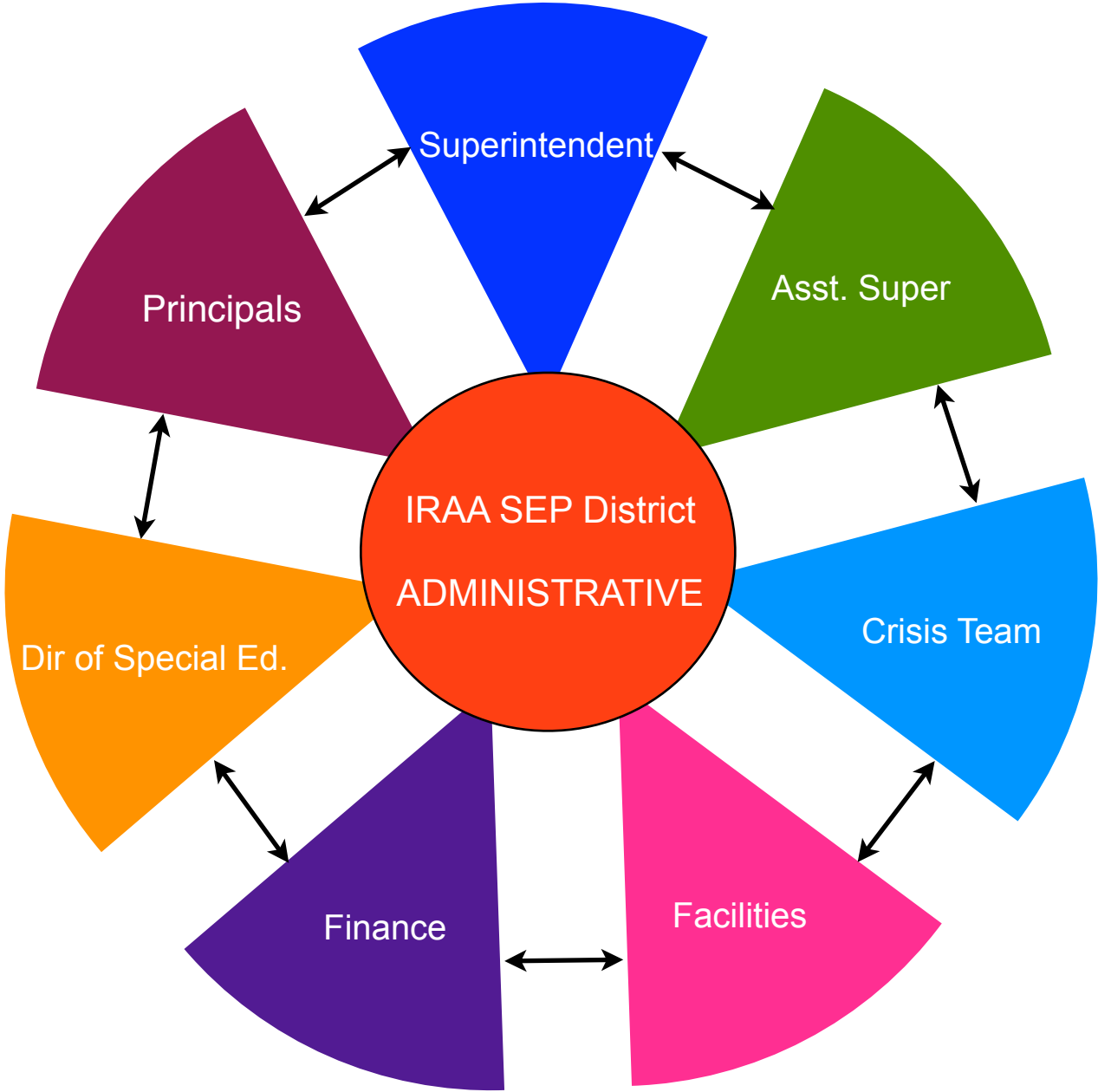
## COMMUNICATION OUTREACH

---

What are all the different ways you can speak to your community? Different methods have different advantages, and may help you reach people you had not reached before.

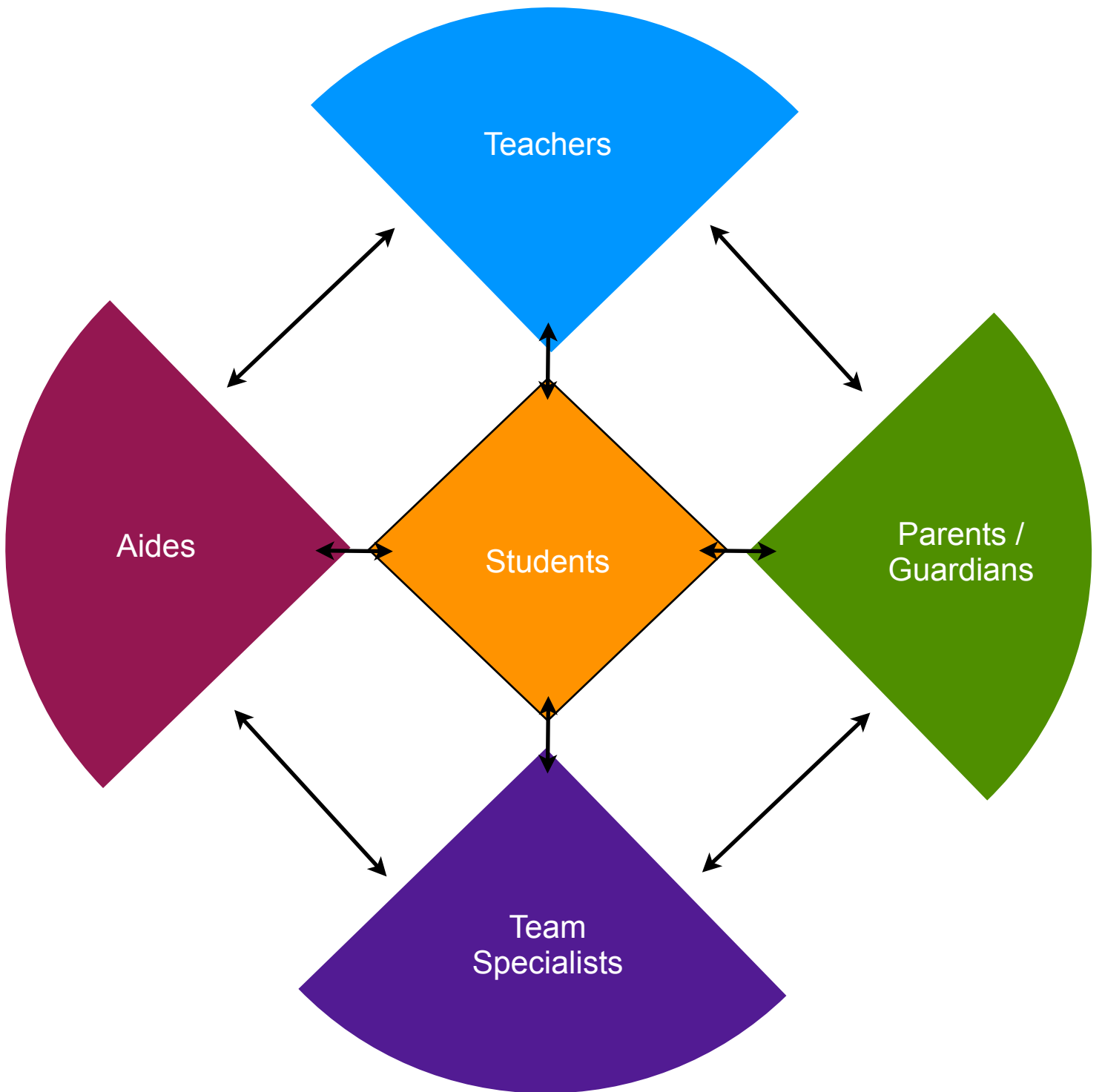
- Connect CTY/Reverse 911
- American Sign Language (ASL)
- Computers: DSL or Dial-up
- Door-to-Door Canvassing or Home Visits
- Municipal and School District Website
- Email and Listserves
- Fact Sheets or FAQs
- Fax Machines/WinFax
- Information Phone Lines (800 numbers)
- In-person Events, Workshops or Classes
- Language Translators
- Mailing Lists: Brochures, Fliers, Newsletters
- Radio
- Television
- Video/Cassette Tape/CD-ROM/DVD
- 2-1-1 Toll-Free, Resource and Information Centers

# IRAA SEP District



# IRAA SEP

## Student - Classroom



## Evacuation/Transportation

OVERVIEW: MAKE SURE THAT EACH SCHOOL CAN GET ALL STUDENTS, FACULTY AND STAFF TO A SAFE ALTERNATIVE SITE

---

Fire, hazardous material spills or structural damage may require you to evacuate your building.

1. Are there those who will need assistance evacuating your schools? Assign staff and faculty to help these participants and have assistive aids/devices available to help with their evacuation. Remember there may be faculty and staff who require additional assistance for themselves.
2. If your schools must be evacuated, assign staff the responsibilities of taking a head count to ensure that all students, faculty and staff have exited.
3. Practice your evacuation plan with community responders. Incorporate drills into professional development plans.
4. Post accessible multi-venue notices indicating where the school and student body have moved.
5. Reverse Evacuation is a component of school safety and emergency preparedness that should be included in planning, exercises and drills.
6. The district has assigned faculty and staff to lead evacuations.  
Yes \_\_\_ Needs Improvement \_\_\_
7. The district has trained all faculty and staff on school emergency preparedness evacuation and transportation protocols.  
Yes \_\_\_ Needs Improvement \_\_\_



CONTACTS

---

The following suggestions anticipate that you must evacuate your building and that you are responsible for the care and shelter of the people you serve.

1. Locate and secure a temporary shelter to be used (consider churches, nearby community centers, schools, other residential facilities). The district may want to develop mutual aid agreements with these sites.

Temporary Shelter Name: \_\_\_\_\_

Contact Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

2. The district has a communication system for letting the family and community members know where your sheltering students have been moved.  
Yes \_\_\_ Needs Improvement \_\_\_

3. IRAA students have been identified that may need additional services/equipment at the temporary shelter and the resources to obtain the needed items.  
Yes \_\_\_ Needs Improvement \_\_\_

**Please note: "Date Created" should appear on this, as well as on all other lists and documents.**

4. The district has identified alternative accessible transportation for moving IRAA students to a temporary shelter.  
Yes \_\_\_ Needs Improvement \_\_\_

Alternative Transportation: \_\_\_\_\_

Contact Name: \_\_\_\_\_ Phone: \_\_\_\_\_

5. The district has assigned responsibility for the care of students at the alternate site(s). Identify this person or persons. It is recommended that this is a Safety Team member
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_

6. If evacuated, students, faculty and staff may need the following items at a temporary shelter.

a. \_\_\_\_\_

b. \_\_\_\_\_

7. The district includes policy makers, school board member in the school safety emergency preparedness planning.

Yes \_\_\_ Needs Improvement \_\_\_

### COMMUNITY RESOURCES

---

Know the sources for supplies/equipment to accommodate IRAA SEP in the community

1. If you do not have a back-up generator, in an extended power outage, where can you rent or borrow a generator? Create a written agreement with this supplier.

2. Carry mobile telephone chargers with you to school.

3. Where is the nearest public health clinic?

Clinic Name: \_\_\_\_\_

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

4. Where is the nearest place to go for help if phones are not working?

Place Name: \_\_\_\_\_

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

5. Where is the nearest fire station and do they know about you?

Station Name: \_\_\_\_\_

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

6. Where is the nearest police station and do they know about you?

Station Name: \_\_\_\_\_

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

# Collaboration

Make sure preparedness resources in your neighborhood are clear. Post a large, clear map of your neighborhood. Note these potentially valuable resources, and highlight:

## Key Resource Framework

- City Hall
- Other Government Offices
- Fire Station
- Police Station
- Red Cross or Town Shelter
- Public Library

## Liaison/Connections

- Funders
- Partner Agencies
- \_\_\_\_\_

## Supplies

- Hardware Stores
- Disaster Stores
- Drugstores
- Sports/Camping Stores
- “Big Box” Stores
- Dollar Stores
- \_\_\_\_\_

## Food/Water

- Restaurants
- Soup Kitchens
- Grocery Stores
- Corner Stores
- \_\_\_\_\_

## Possible Gathering Points

- Church, Synagogue
- School
- Gym
- Shelter
- Open Space
- \_\_\_\_\_

## Medical

- Hospital
- Clinic
- Veterinary Offices
- Pharmacy
- \_\_\_\_\_

## State

- Mass211 help-line  
(Mass211help.org)
- Mass Dept. of Public Health  
Emergency Preparedness  
(Mass.gov/eohhs)
- Western Mass IRAAPP  
(WesternMassREADY.org/IRAA)
- \_\_\_\_\_

# Workbooks

## INTRODUCTION

---

The following manuals are meant to serve as school emergency plan templates for students, parent/guardians and faculty/administrators. The manuals may be copied and distributed in whole or in part with written credit given to:

Western Region Homeland Security IRAA School Emergency Preparedness project –  
<http://westernmassready.org/iraa/index.html>

***Let's Make A Plan!***



**'s**

---

***Personal Preparedness Plan***



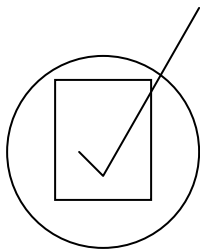
**WORKBOOK**

In an emergency, people help each other. List some ways that you might be able to help others, and some ways that you might need some help.

I can offer:



I may need help with:



In this Workbook, there will be lists of items for you to consider and come back to. Circle a box if you need to come back to it. After this Workshop, once you have completed the item, check the box. That way you will know that any box that is circled and checked is a completed item in your plan.



### Gather Information

I have insurance policies for:

### Medication information:

Name	Dosage	Dr. Contact Information	Pharmacy Number
------	--------	-------------------------	-----------------

I am allergic to:

### Assistive/adaptive technology:

Name of device	Serial Numbers	Size Weight	Dr. who Prescribed
----------------	----------------	-------------	--------------------

- medical records, advanced directives or health care proxies
- passport and driver's license
- birth certificate, social security card and will
- marriage license, deeds, and stocks/bonds
- picture of myself holding sign with my name (and picture of animal)

Veterinarian Name & Number:

- I can find and shut off my utility valves



## My Checklist of Emergency Supplies

- non-perishable food with manual can-opener
- water (1 gallon per person per day, plus animal water)
- flashlight and radio with batteries, if needed
- standard telephone
- thermometer
- sanitation and hygiene items
- cleaning supplies for equipment and area
- batteries (hearing-aids, wheelchairs, oxygen, cell phones, etc.)
- signaling device (whistle, horn, beeper, bell, light)
  
- cash and checks
- change of clothing to fit the weather
- sunscreen
- prescriptions: medicines, eye-glasses
- jumper cables or specific recharging device for car's cigarette lighter
  
- other \_\_\_\_\_
  
- other \_\_\_\_\_
  
- other \_\_\_\_\_





Ideas for Individuals with Emotional and/or Mental Disabilities:

- keep a personal safety plan
- take my sensory tools with me
- help with setting up wellness or quiet room at shelter
- other \_\_\_\_\_



Ideas for Individuals with Mobility Disabilities:

- heavy gloves to use while wheeling around over glass and debris
- patch kit to repair flat tires
- spare cane or walker
- back up lightweight manual chair
- other \_\_\_\_\_

Ideas for Individuals with Developmental or Cognitive Disabilities:

- communication devices and spare batteries
- paper and writing materials
- favorite item to help me maintain focus while waiting in lines
- other \_\_\_\_\_



#### Ideas for Individuals with Sensory Disabilities:

- paper with pens or pencils for writing notes
- extra batteries for tape recorders, portable TTYs, etc.
- extra pair of dark glasses, if medically required
- folding mobility cane
- National Weather Radio (NWR)
- other \_\_\_\_\_

#### Ideas for Individuals with Chemical Sensitivities, Breathing Conditions:

- towels, masks, industrial respirators or other supplies to filter air supply
- N95-rated particulate filter mask
- beware of fumes from idling emergency and other vehicles
- other \_\_\_\_\_



#### Ideas for Owners of Pets or Service Animals:

- food, medicine, and favorite toy for your service animal
- plastic bags, disposable gloves, and other items for animal's care
- cage/carrier labeled with contact information
- identification tags, consider microchip implant
- veterinary records and proof of ownership
- first aid kit and manual (call your vet)
- leash, collar, harness, muzzles (for dog or cat)
- stakes and tiedown
- litter, litter pan, litter scoop; Newspaper (for bedding or litter)
- no-spill food and water dishes
- other \_\_\_\_\_



My Personal Network (during an emergency):

Name	Contact Information	Relationship
------	---------------------	--------------

100 Mile Emergency Contact List:

Name	Contact Information	Relationship
------	---------------------	--------------

Possible Ideas for a Phone Tree:



Other Peoples' Plans To Learn:

Name	Contact Information	Relationship
------	---------------------	--------------



I can minimize the risk of danger and be safer by:

- cut trees away from property or power lines
- test carbon monoxide and smoke alarms
- place fire extinguishers around house
- store chemicals and flammable products away from heat sources
- clean and repair chimneys, flue pipes, connectors, and gas vents
- always evacuate when told to
- mobile homes: review your contract with the mobile park –  
    who is responsible for removal of home if it is damaged in a storm?
  
- other \_\_\_\_\_
  
- other \_\_\_\_\_



During an event, I can:

- be aware of my reaction
- be aware of others' reactions
- be gentle with myself and others
- review common reactions to emergencies and seek help:

anxiety, crying, anger, flashbacks, sleep disruption  
headaches, nausea, chest pains, tremors, rapid breathing  
heart palpitations, confusion, inability to communicate  
indecisiveness, increase use of alcohol/drugs, family problems

- other \_\_\_\_\_

When I return home or once the power goes back on, I will:

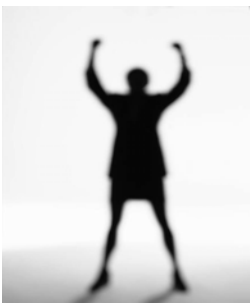
- check for gas smell (don't enter a home if you smell gas)
- avoid contaminated waters – touching and drinking
- avoid driving through deep puddles and drive slowly  
(puddles may be deep and may have electrical current in them)
- check for structural, plumbing and/or electrical damage
- trash old food
- record any damage and take photos
- watch for mold growth
- consult a contractor before you rebuild
- reach out to others for support
- consider volunteering
- exercise
- other \_\_\_\_\_
- other \_\_\_\_\_

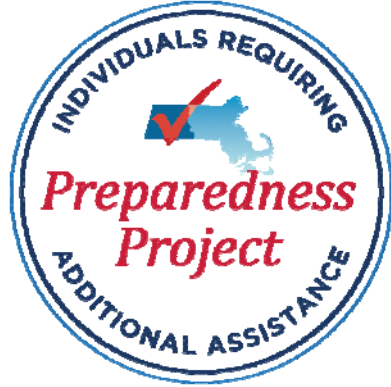
## Practicing My Personal Preparedness Plan

- evacuate different ways out of a building
- use the equipment I would use in an emergency
- include my personal network in my drills
- quickly explain to people the best way to help me
- make index cards that list:
  - medical conditions and allergies
  - medications
  - help I might need
  - immunization dates
  - communication or speech-related issues
  - adaptive equipment
  - sanitary needs
- keep gas in the car and have essentials on hand
- other \_\_\_\_\_
- other \_\_\_\_\_

## Maintaining My Personal Preparedness Plan

- try plan at school, work, restaurants, libraries, independent living centers, clubhouses, etc.
- update information lists, supplies, and contacts each month
- learn about drills in your community and try to participate
- other \_\_\_\_\_





# My Personal Emergency Plan

---

Name of Student

IRAA SEP

Personal Emergency Plan (PEP)

Today's Date: \_\_\_\_\_

Completed By: \_\_\_\_\_

**Instructions: To be completed by student, faculty, parent and/or caregiver.**

In an emergency, people help each other. List some ways that you might be able to help others, and some ways that you might need some help.



→ Insert photo chosen by student of her/himself and friends/family.

I can help by: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

→ Student may be encouraged to draw a picture of her/himself above as a helper in an emergency.





In an emergency, I may need help with:

---

---

---

→ Student may be encouraged to draw a picture of her/himself above receiving help in an emergency

**PERSONAL INFORMATION**

---

Child's Name: \_\_\_\_\_ Nick Name: \_\_\_\_\_

Child's Street Address: \_\_\_\_\_

City or Town: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Gender: \_\_\_\_\_ Height: \_\_\_\_\_ Weight \_\_\_\_\_

Hair Color: \_\_\_\_\_ Eye Color: \_\_\_\_\_

Identifying Marks: \_\_\_\_\_

Blood Type: \_\_\_\_\_ Allergies: \_\_\_\_\_

Primary spoken/understood language: \_\_\_\_\_

**EMERGENCY CONTACT INFORMATION**

---

Primary Emergency Contact Name: \_\_\_\_\_

Parents/Guardian Names: \_\_\_\_\_

Street Address: \_\_\_\_\_

City or Town: \_\_\_\_\_

Please provide contact information and circle the best methods for reaching you:

Home Phone: \_\_\_\_\_ Home Email: \_\_\_\_\_

Work Phone: \_\_\_\_\_ Work Email: \_\_\_\_\_

Mobile Phone: \_\_\_\_\_

**FUNCTIONAL NEEDS: SUPPORT IN AN EMERGENCY**

---

**What strategies, tools, equipment or items bring comfort to**

\_\_\_\_\_ ? **Please describe:**  
(Insert student's name)

---

Does s/he have a favorite activity or object? Please describe: \_\_\_\_\_

---

→ Insert photo of stuffed animal, toys, objects, etc.

Is there anything else that you want emergency responders and school personnel to know about \_\_\_\_\_-?  
(Insert student's name)

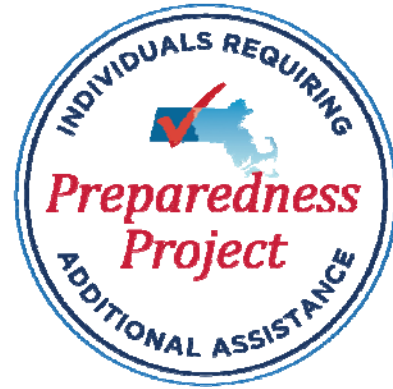
Please describe: \_\_\_\_\_

---



→ Optional photo of student and family member here:

This document was prepared under a grant from FEMA's Grant Program Directorate, U.S. Department of Homeland Security. Points of view or opinions expressed in this document are those of the authors and do not necessarily represent the official position or policies of FEMA's Grant Programs Directorate or the U.S. Department of Homeland Security.



# My Personal Emergency Plan

---

Name of Student

IRAA SEP

Personal Emergency Plan - X (PEP-X)

Today's Date: \_\_\_\_\_

Completed By: \_\_\_\_\_

In an emergency, people help each other. List some ways that you might be able to help others, and some ways that you might need some help.



→ Insert photo chosen by student of her/himself and friends/family.

I can help by: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

→ Student may be encouraged to draw a picture of her/himself above as a helper in an emergency.



In an emergency, I may need help with:

---

---

---

→ Student may be encouraged to draw a picture of her/himself above receiving help in an emergency

**PERSONAL INFORMATION**

---

Child's Name: \_\_\_\_\_

Nick Name: \_\_\_\_\_

Child's Street Address: \_\_\_\_\_

City or Town: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Gender: \_\_\_\_\_ Height: \_\_\_\_\_ Weight: \_\_\_\_\_

Hair Color: \_\_\_\_\_ Eye Color: \_\_\_\_\_ Identifying Marks: \_\_\_\_\_

Blood Type: \_\_\_\_\_ Allergies: \_\_\_\_\_

Primary spoken/understood language: \_\_\_\_\_

**EMERGENCY CONTACT INFORMATION**

---

Primary Emergency Contact Name: \_\_\_\_\_

Parents/Guardian Names: \_\_\_\_\_

Street Address: \_\_\_\_\_

City or Town: \_\_\_\_\_

Please provide contact information and circle the best methods for reaching you:

Home Phone : \_\_\_\_\_ Home Email: \_\_\_\_\_

Work Phone: \_\_\_\_\_ Work Email: \_\_\_\_\_

Mobile Phone: \_\_\_\_\_

AND

Secondary Emergency Contact Name: \_\_\_\_\_

Parents/Guardian Names: \_\_\_\_\_

Street Address: \_\_\_\_\_

City or Town: \_\_\_\_\_

Please provide contact information and circle the best methods for reaching:

Home Phone: \_\_\_\_\_ Home Email: \_\_\_\_\_

Work Phone: \_\_\_\_\_ Work Email: \_\_\_\_\_

Mobile Phone: \_\_\_\_\_

**OTHER INFORMATION**

---

Please describe any additional information about emergency contacts in the space below including custody or other relevant matters that may enhance communication between \_\_\_\_\_ and the school. \_\_\_\_\_  
(Insert student's name)

---

---

---

---

---

---



**SERVICE PROVIDERS**

---

Pediatrician: \_\_\_\_\_  
(name) (phone)

Physical Therapist: \_\_\_\_\_  
(name) (phone)

Occupational Therapist: \_\_\_\_\_  
(name) (phone)

Psychiatrist: \_\_\_\_\_  
(name) (phone)

Behavioral Health Counselor: \_\_\_\_\_  
(name) (phone)

Other Providers (PCA, etc.): \_\_\_\_\_  
(name) (phone)

Health Insurance Company and Policy Number: \_\_\_\_\_

The most critical information to know about: \_\_\_\_\_ is:  
(Insert student's name)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**FUNCTIONAL NEEDS: MEDICAL**

---

Potentially life-threatening conditions: \_\_\_\_\_

\_\_\_\_\_

Conditions needing constant attention: \_\_\_\_\_

\_\_\_\_\_

Medicines: \_\_\_\_\_

\_\_\_\_\_

Life-sustaining medicines: \_\_\_\_\_

\_\_\_\_\_

Medical or adapted equipment (if used, please specify): \_\_\_\_\_

\_\_\_\_\_

Planning documents for life-threatening condition(s) are stored and located at:

\_\_\_\_\_

**FUNCTIONAL NEEDS: CRITICAL ISSUES**

---

**Nutrition**

What accommodations are required to eat? \_\_\_\_\_

\_\_\_\_\_

Special Diet: \_\_\_\_\_

\_\_\_\_\_

**Hygiene**

Toileting/Bathing: \_\_\_\_\_

\_\_\_\_\_

**Sleeping**

Lighting: \_\_\_\_\_

\_\_\_\_\_

Sounds: \_\_\_\_\_

\_\_\_\_\_

Other: \_\_\_\_\_

\_\_\_\_\_

**FUNCTIONAL NEEDS: SUPPORT IN AN EMERGENCY**

---

**During a disaster or emergency \_\_\_\_\_ is likely to**  
(Insert student's name)  
**need support or help in the following areas:**

Communication:

Reading \_\_\_\_\_ Writing \_\_\_\_\_ Reasoning \_\_\_\_\_ Hearing \_\_\_\_\_

Behavior Management and Mood (please describe): \_\_\_\_\_

---

Hearing and Sight: \_\_\_\_\_

Mobility, Movement and Physical Stamina: \_\_\_\_\_

Taking Medicines and Monitoring Medical Conditions: \_\_\_\_\_

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Activities of Daily Living (dressing, grooming, tooth brushing, bathing, toileting, eating, drinking, sleeping): \_\_\_\_\_

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Service Animal(s) –Type/Function (please attach picture and name of service animal):

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Transportation: \_\_\_\_\_

Cultural Practices: \_\_\_\_\_

**FUNCTIONAL NEEDS: SUPPORT IN AN EMERGENCY**

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**What strategies, tools, equipment or items bring comfort to**

\_\_\_\_\_ **? Please describe:**  
(Insert student's name)

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Does s/he have a favorite activity or object? Please describe: \_\_\_\_\_

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→ Insert photo of stuffed animal, toys, objects, etc.

Is there anything else that you want emergency responders and school personnel to know about \_\_\_\_\_ ?  
(Insert student's name)

Please describe: \_\_\_\_\_

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→ Optional photo of student and family member here:

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