

Developing Safe Evacuation Plans for Students with Special Needs

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School Bus Evacuation Planning:

	1. Must be a team effort.	
	2. Students with special needs often excluded or waived from participation despite their:	
	<input type="checkbox"/> need for repetitive practice to become proficient	
	<input type="checkbox"/> concern that there is no plan for them	
	<input type="checkbox"/> additional challenges to quick egress	
	<input type="checkbox"/> evacuation plans being more customized with the need for additional training to implement	
	▪ Specialized procedures	
	▪ Adapted Equipment	

Child Assessment

Planning Phase: Creating the Initial Emergency Evacuation Plan

✓ **Mark each field below when reviewed and completed.**

	Individual Student: All relevant information must be made available to driver and substitutes who are trained in confidentiality.	Yes	No	Notes
	1. Physical Concerns:			
	<input type="checkbox"/> Can this student get to this exit independently in a time efficient and safe manner?			
	<input type="checkbox"/> If not, what supervision or assistance is necessary?			
	2. Communication Concerns:			
	<input type="checkbox"/> Is this student verbal?			
	<input type="checkbox"/> Can the student communicate their needs?			
	<input type="checkbox"/> Does the student benefit from alternate modes of communication (i.e. pictures, sign language)?			
	<input type="checkbox"/> What can the student understand?			
	<input type="checkbox"/> Does the student need modified evacuation instructions?			
	3. Emotional/Behavioral Concerns:			
	<input type="checkbox"/> Will this student need supervision outside the bus?			
	<input type="checkbox"/> Will participation in the evacuation drill be comforting or alarming?			
	4. Sensory Concerns:			
	<input type="checkbox"/> Light touch sensitivity?			
	<input type="checkbox"/> Sound/noise sensitivity?			
	<input type="checkbox"/> Visual sensitivity?			
	5. Medical Concerns:			
	<input type="checkbox"/> Medication side effects?			
	<input type="checkbox"/> Life threatening conditions (seizures, medically fragile, allergies, DNR, asthma, use of Oxygen or other respiratory conditions, etc)			
	<input type="checkbox"/> Brittle Bones?			
	<input type="checkbox"/> Shunts?			
	<input type="checkbox"/> Spinal Rods?			
	<input type="checkbox"/> Decreased physical endurance?			

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Individual Student: All relevant information must be made available to driver and substitutes who are trained in confidentiality.	Yes	No	Notes
6. Equipment Concerns:			
Child Safety Restraint System (CSRS):			
<input type="checkbox"/> In or out of CSRS?			
▪ If out, how to remove from CSRS?			
<input type="checkbox"/> Provides support at destination?			
<input type="checkbox"/> Assists in managing/guiding?			
<input type="checkbox"/> CSRS specific evacuation methods			
▪ Use of child-safe belt cutter			
Canes/Crutches/Walkers:			
<input type="checkbox"/> Plan cannot rely on devices			
Wheelchairs:			
<input type="checkbox"/> Transporters must know how to remove student from their wheelchair to transfer to the floor (or firm surface) to evacuate from bus.			
<input type="checkbox"/> In true time-sensitive emergency evacuation, student is removed from wheelchair.			
<input type="checkbox"/> Individual evacuation plans specify type of lift.			

Additional Child Notes:

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✓ **Mark each field below as addressed.**

	Route Specific Planning	Notes
	1. Deciding the order of evacuation:	
	<input type="checkbox"/> Emphasis on evacuating the most students in shortest period of time	
	<input type="checkbox"/> Very difficult to do	
	<input type="checkbox"/> Shared responsibility- shouldn't fall solely on transporters	
	2. Geographic Area:	
	<input type="checkbox"/> On-route medical support	
	<input type="checkbox"/> Length of ride	
	<input type="checkbox"/> Medically Fragile/At-Risk of medical emergency-adjusted route	
	3. Student Interaction:	
	<input type="checkbox"/> Can they assist?	
	<input type="checkbox"/> Will interaction hinder or stall process?	
	4. Specialized Equipment Concerns:	
	<input type="checkbox"/> Location of student emergency information	
	<input type="checkbox"/> Location of emergency equipment	
	5. Environmental Considerations	
	<input type="checkbox"/> Compartmentalized seating	
	<input type="checkbox"/> Width of aisle	
	<input type="checkbox"/> Stairwell: Step height/Span of handrails	
	<input type="checkbox"/> Location of emergency exits	
	<input type="checkbox"/> Emergency rear door:	
	<input type="checkbox"/> Return of assisting adults	
	<input type="checkbox"/> Alarm may trigger difficulty maintaining hold on student and/or reduce student independence	
	<input type="checkbox"/> Wheelchair Lift:	
	<input type="checkbox"/> Can it be used as step down and/or alternate plan?	

Notes:

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✓ **Mark each field when addressed.**

	Implementing the Plan	Notes
	1. Daily Follow-Through <ul style="list-style-type: none"> <input type="checkbox"/> Individual evacuation plans documented on ITP and carried in vehicle <input type="checkbox"/> Checked during pre-trip 	
	2. Student and Staff Training <ul style="list-style-type: none"> <input type="checkbox"/> Emergency Evacuation Drills <ul style="list-style-type: none"> ▪ Team decides extent of physical involvement of students <input type="checkbox"/> Physical Preparedness <ul style="list-style-type: none"> ▪ Demonstrate ability to perform all lifts required ▪ Use of proper body mechanics and safe lifting ▪ General safety principles taught by interdisciplinary team and considered in the planning and implementation: <ul style="list-style-type: none"> ▪ Avoid use of stairs ▪ Do not attempt to do a full lift of a student who weighs more than 50 pounds by yourself ▪ Never jump out of rear exit door ▪ When lifting: <ul style="list-style-type: none"> ▪ Keep students as close to your body as possible; ▪ Maintain normal curves of back; ▪ Keep knees and hips bent; ▪ Do not twist-lift straight up; ▪ Maintain a wide base of support. ▪ Safe lifting: <ul style="list-style-type: none"> ▪ One-person lift: <ul style="list-style-type: none"> ▪ Less than 50 pounds reasonable? ▪ One-person drag: <ul style="list-style-type: none"> ▪ No monitor? Will it work? ▪ Two-person lift/drag: <ul style="list-style-type: none"> ▪ Necessary equipment on board? 	
	Hands-On Training <ul style="list-style-type: none"> <input type="checkbox"/> Physical involvement builds confidence <input type="checkbox"/> Opportunity to evaluate routes/responsibilities/skills <input type="checkbox"/> Keeps staff safe and reduces injuries 	Notes

Notes: