



Virginia Safety Planning Guide for Individuals with Special Needs

Virginia Department of Criminal Justice Services
Virginia Center for School and Campus Safety



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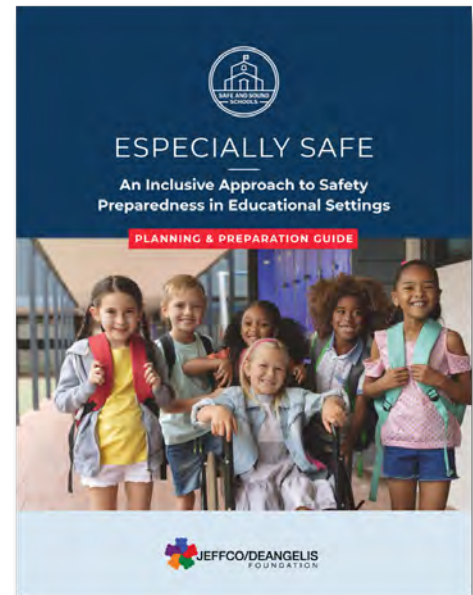
This document includes references and summaries of the *Code of Virginia* and the Virginia Administrative Code related to school safety. The information provided is not offered, nor should be construed as legal advice or a legal interpretation of statutes and regulations. Local school divisions are encouraged to consult with legal counsel for legal advice.

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Statement of Purpose

This guide has been developed in partnership with the national non-profit, Safe and Sound Schools and the Virginia Department of Criminal Justice Services (DCJS) Virginia Center for School and Campus Safety (VCSCS). The primary purpose of this document is to ensure that Virginia School Safety Audit Committees (SACs), and others tasked with school safety develop strategies to meet the diverse safety needs of all stakeholders within the educational community. As such, Safe and Sound Schools has granted use of essential components and resources from its *Especially Safe Planning and Preparation Guide* (2021, Safe and Sound: A Sandy Hook Initiative) for use and implementation in Virginia schools. This resource is intended to serve as a quick-guide or summary reference of *Especially Safe* for educators, safety professionals, and school leaders that serve Virginia schools.



Introduction

As safety audit committees engage in the development of crisis management plans (CMPs) to cover all hazards (fire, active assailant, weather, etc.) and all phases (prevention, mitigation, response, and recovery) of emergency management, it is equally important to ensure that CMPs serve all members of the community. Furthermore, federal and Virginia regulations apply to all members of a community equally, including vulnerable populations within the community (i.e., people with temporary or permanent access and/or functional needs, pregnancy, English Language Learners, minority groups, etc.). By law, these individuals and/or groups of people must be considered **and** accommodated as part of any planning process that is supported with federal funding. Likewise, these groups of individuals are not to be treated as separate from the general safety planning process.

As safety planning teams begin the important work of developing CMPs, it is critical that the right stakeholders are at the table to ensure those plans are inclusive of everyone. This work is not just about children and students, but staff and visitors with support needs as well. Through deep and meaningful collaboration, school safety teams can establish the relationships needed to ensure the safety and security of everyone on our campuses.

Legal References

The following represents a list of relevant laws pertaining to individuals with special or functional needs.

Federal Legal References

Americans with Disabilities Act of 1990 (ADA), as amended. Prohibits discrimination on the basis of disability in schools, workplaces and public places. Recognizes and protects the civil rights of people with disabilities. The law covers physical, mobility, stamina, sight, hearing and speech, and conditions such as emotional illness and learning disorders. It addresses access to workplace, state and local government services, places of public accommodation and commercial facilities, and telecommunications for people who have hearing or speech impairment through telecommunications relay services.

Section 504 of the Rehabilitation Act of 1973. Prohibits discrimination on the basis of disability at schools that receive federal funding.

Individuals with Disabilities Education Act of 1990 (IDEA). IDEA establishes the rights of students with disabilities to a free, appropriate public education in the most integrated setting possible. It sets forth a process where parents and schools work together to design individualized education plans (IEPs) for students with disabilities.

Commonwealth of Virginia Legal References

Regulations Governing Special Education Programs for Children with Disabilities in Virginia. Regulations regarding the provision of special education and related services to children with disabilities in the Commonwealth, reflecting both state and federal requirements. See the Virginia Department of Education's **Guidance Document** for the implementation framework.

Other Applicable Policies

Architectural Barriers Act. Requires buildings constructed by the federal government or with federal funding be accessible to people with disabilities. The law resulted in the first set of standards for the removal of architectural barriers.

National Fire Prevention Association (NFPA) Codes and Standards. NFPA is widely known as a codes and standards organization. NFPA has 300 codes and standards designed to minimize the risk and effects of fire by establishing criteria for building, processing, design, service, and installation around the world. The more than 250 technical committees, comprised of approximately 9,000 volunteers, review public input and vote on the revisions in a process that is accredited by the American National Standards Institute.

The Uniform Federal Accessibility Standards (UFAS). Ensures access to the built environment for people with disabilities. The law requires that buildings of facilities that were designed, built or altered with federal dollars or leased by federal agencies after August 12, 1968 be accessible. It covers U.S. Post Offices, Veterans Affairs Medical Facilities, National Parks, Social Security Administration Offices, Federal Office Buildings, U.S. Courthouses, and Federal Prisons. It also applies to non-government facilities that have received federal funding, such as certain schools, public housing and mass transit systems.

Americans with Disabilities Act Accessibility Guidelines (ADAAG) (as amended 2002). Applies enforceable accessibility standards to buildings and facilities.

Civil Rights Act. Outlaws discrimination based on race in federally funded programs and in public accommodations and employment. While this law did not specifically apply to persons with disabilities, it served as a framework for future legislation.

Section 508 of the Rehabilitation Act of 1973. Required increased access to electronic and information technology for people with disabilities. This law provided for changes in Federal purchasing of information technology and increased access to Federal internet sites.

Common Alerting Protocol (CAP). The CAP standard provides an opportunity to improve emergency alert information delivery to people with disabilities and others with access and functional needs. CAP alerts can transport rich multi-media attachments and links in alert messages. The use of CAP enables industry partners to develop content and/or devices that can be used by people with disabilities and others with access and functional needs to receive emergency alerts.

The Integrated Public Alert and Warning System (iPAWS). The Integrated Public Alert and Warning System (iPAWS) was established under Executive Order 13407. iPAWS provides the capability to notify the public of impending natural and human-made disasters, emergency, and public safety information. In a national emergency, the President may use iPAWS to communicate to the public as well.

Assistive Technology Act of 1998, as amended. Improves the provision of assistive technology through statewide programs of technology related assistance for people with disabilities.

Relevant Emergency Management Policies

[Executive Order 13347](#) – Individuals with Disabilities in Emergency Preparedness

[Robert T. Stafford Disaster Relief and Emergency Assistance Act of 1988](#)

[Post-Katrina Emergency Reform Act 2006](#)

[National Incident Management System \(NIMS\)](#)

[Homeland Security Act of 2002](#)



Glossary

Access and Functional Needs: According to the Federal Emergency Management Agency (FEMA), needs for assistance due to any condition (temporary or permanent) that limit an individual's ability to act. To have access and functional needs does not require that the individual have any kind of diagnosis or specific evaluation. Individuals having access and functional needs may include, but are not limited to, individuals with disabilities, seniors, and populations having limited English proficiency, limited access to transportation, and/or limited access to financial resources to prepare for, respond to, and recover from an emergency.

Accommodations: For the purposes of this guide, the term “accommodations” refers to any changes or modifications to standard emergency planning that are necessary to support the physical and/or psychological safety of an individual.

All Hazards: Emergency operations planning term referring to planning for all foreseeable safety hazards specific to a community (i.e., fire, weather, active assailant, earthquake, etc.).

Americans with Disabilities Act (ADA): Signed into law on July 26, 1990, the ADA is a wide-ranging civil rights law that prohibits, under certain circumstances, discrimination based on disability. It affords similar protections against discrimination to Americans with disabilities as the Civil Rights Act of 1964, which made discrimination based on race, religion, sex, national origin, and other characteristics illegal.

Blindness or Low Vision: Vision function is classified in four broad categories, according to the International Classification of Diseases (ICD)-10 (Update and Revision 2006)—normal vision, moderate vision impairment, severe vision impairment, and blindness. Moderate vision impairment combined with severe vision impairment are grouped under the term “low vision”. Low vision taken together with blindness represents all vision impairment.

Crisis Management Plan (CMP): For the purposes of this guide, a CMP is a document that assigns responsibility to organizations and individuals for carrying out specific actions at projected times and places in an emergency on-campus or in an educational setting; oftentimes referred to as the crisis plan.

Cognitive Disability: Is a disability characterized by significant limitations in both cognitive functioning and in adaptive behavior, which covers many everyday social and practical skills.

Cognitive Functioning: Also called intelligence, refers to general mental capacity, such as learning, reasoning, problem solving, etc. One way to measure intellectual functioning is an IQ test. Generally, an IQ test score of 70–75 or below indicates a limitation in cognitive functioning.

Deafness and Hearing Loss: A person who is not able to hear as well as someone with normal hearing—hearing thresholds of 25 dB or better in both ears—is said to have hearing loss. Hearing loss may be mild, moderate, severe, or profound. It can affect one ear or both ears and leads to difficulty in hearing conversational speech or loud sounds. “Hard of hearing” refers to people with hearing loss ranging from mild to severe. People who are hard of hearing usually communicate through spoken language and can benefit from hearing aids, cochlear implants, and other assistive devices as well as captioning. People with more significant hearing loss may benefit from cochlear implants. “Deaf” people mostly have profound hearing loss, which implies very little or no hearing. They often use sign language for communication and other methods of communication such as speed-reading, or captioning.

Developmental Disabilities: Are a group of conditions due to an impairment in physical, learning, language, or behavior areas. These conditions begin during the developmental period, may impact day-to-day functioning, and usually last throughout a person’s lifetime.

Disability: A physical or mental condition that substantially limits one or more major life activities, a record of such a condition, or being regarded as having such a condition.

Educational Setting: Any educational institution, school, preschool, summer school, camp, or special education facility that provides education.

Emergency Management: A four phase process consisting of Prevention, Mitigation, Response, and Recovery, or Before, During, and After actions.

Individualized Education Program (IEP): A legal document under United States law that is developed for each public school child in the U.S. who needs special education services. It is created through a team process including the child’s parent and division personnel who are knowledgeable and have expertise about the child’s needs.

Individual Safety Plan (ISP): A planning document used to guide, plan, and prepare for the safety of an individual with access and functional needs in an educational setting.

Individual with a Disability: A person who has a physical or mental condition that substantially limits one or more of the major life activities of such individual or a record of such a condition or is regarded as having such a condition.

Mobility Disability: Mobility disabilities range in severity from limitations of stamina to paralysis. Some mobility challenges are caused by conditions present at birth while others are the result of illness or physical injury. Some types of mobility challenges are caused by spinal cord injury. Other causes include amputation, arthritis, back disorders, cerebral palsy, neuromuscular disorders, and fibromyalgia.

Safety Audit Committee (SCA): A site specific team responsible for development and oversight of the Crisis Management Plans (CMPs) and related activities and responsibilities.

Special Needs: For the purposes of this guide, the term “special needs” includes any physical, developmental, mental, sensory, behavioral, cognitive, or emotional challenge or limiting condition that requires medical management, health care intervention and/or use of specialized services, supports, or programming. Care for individuals with special needs requires specialized knowledge acquired by additional training, as well as increased awareness and attention, adaptation, and accommodative measures beyond what are considered routine.

Speech or Language Disability: A communication disorder that adversely affects the individual’s ability to talk, understand, read, and/or write. This disability category can be divided into two groups: expressive language impairments and receptive language impairments.

504 Plan: A plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning curriculum and environment.



Planning Assumptions

For individuals with special needs, physical environments become a great deal more difficult to navigate during and after an emergency. The following planning assumptions should be considered when planning for students, staff, and visitors with special, or access and functional needs:

1. Individuals with special needs are all unique, and therefore have unique needs which must be considered in an inclusive planning environment.
2. Each individual with special needs, whether short-term or ongoing, requires a unique crisis plan or Individual Safety Plan (ISP) designed to address their specific needs for all identifiable hazards (see Appendices A and B of this guide).
3. Not every individual with an IEP or 504 Plan necessarily requires an ISP. The needs of each unique person (with or without an IEP or 504 Plan) must be evaluated and planned for individually.
4. Needs of individuals change, therefore plans should be reviewed regularly.

Individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

- have sound working knowledge of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;
- know the special needs demographics of the students attending classes on site;
- involve students with different types of disabilities and staff and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency;
- consider emergency accommodations for those with temporary disabilities;
- identify existing resources within the school and local community that meet the special needs of these students;
- develop new community partners and resources, as needed;
- inform parents about the efforts to keep their child safe at school;
- identify medical needs and make an appropriate plan;
- determine transportation needs, special vans and buses for students;
- identify any necessary tools such as personal response plans, evacuation equipment or visual aids; and
- include local responders and establish a relationship with individual students with disabilities and their teachers.

All schools in Virginia must have comprehensive all-hazards Crisis Management Plans (CMPs).¹ The division's plan and each school's CMP should be completed by a collaborative planning team. Plans should be based on assessed risks, as well as functional needs, assets, and realities (i.e., varied response times of first responders due to each school's unique location). Administrators are encouraged to annually review and practice with the faculty and staff the CMPs for their school. Division leaders are encouraged to ensure that appropriate staff members are trained on and are aware of the components of the division's plan and the specific nuances of individual school plans.

Key Considerations

Safe and Sound Schools recommends the following considerations as part of its *Especially Safe Planning and Preparation Guidance*.

Ask the experts.

- Include individuals with access and functional needs (as appropriate) and/or parents/guardians/caregivers in planning for safety needs.
- Include general educators, special educators, school psychologists/mental health and/or related support staff in safety planning.
- Include transportation staff, school resource officers, nurses, emergency responders, facilities, and custodial staff in crisis planning for individuals with access and functional needs.
- Local disability advocacy organizations, community-based experts, architects, and designers.

Think (and plan) ahead.

- Adopt a proactive approach to preparedness in order to avoid a reactive response to a crisis. Through careful planning and thinking ahead, multi-disciplinary safety teams can anticipate potential hazards, crisis scenarios, and individual needs well before an emergency unfolds.
- Utilize opportunities for regular staff training, planning meetings, tabletop exercises, and to support a proactive approach to safety for all community members.
- Include critical stakeholders such as bus drivers, cafeteria staff, nurses, first responders, facilities and custodial staff in planning, training, and practice wherever possible in order to develop a proactive team approach.

¹ *Virginia School Crisis Management Review and Certification*, Virginia Department of Criminal Justice Services–Virginia Center for School and Campus Safety – Superintendents certify annually that school boards review CMPs for schools in the division.

Individual people have individual needs.

- Individuals with access and functional needs are all unique and therefore have unique needs which must be considered in planning for safety. Again, it is essential to include individuals (when appropriate), parents and guardians, and educators in planning for individual needs.
- Each individual with access and functional needs—whether short-term or ongoing—requires a unique crisis plan or Individual Safety Plan (ISP) designed to address specific needs for all identifiable hazards (See the *Inclusive Safety Planning* section of this guide).
- In addition to specific emergency actions, ISPs should include any specific teaching, training, tools, and/or strategies required to prepare and support the individual for all hazards (See *Especially Safe Teaching and Training Guide* in the *Additional Resources* section of this document).
- Individuals with ISPs must be provided multiple opportunities to prepare, practice, and drill for a variety of crisis scenarios.

Individualized Education and 504 Planning provides a scheduled opportunity to incorporate safety goals, and develop and review ISPs.

- For students with Individualized Education Plans (IEPs), crisis plans and instructional goals may be incorporated into the IEP or developed as a separate Individual Safety Plan (ISP).
- It is important to note that every individual with an IEP or 504 Plan does not necessarily require an ISP. The needs of each unique person (with or without an IEP or 504 Plan) must be evaluated and planned for individually.

Needs of individuals change.

- Consider temporary disabilities (i.e., sprained ankle, concussion, etc.), emerging issues (i.e., newly developed sensitivities, recent trauma exposure), new or updated diagnoses and conditions (i.e., pregnancy, asthma, seizure disorder, hearing impairment, PTSD), as well as increasing or decreasing levels of cognitive and/or physical capability of individuals when planning for safety.
- For individuals with an ISP due to temporary accessibility or functional needs (i.e., broken leg and need for crutches for a limited period, thus not on an IEP or 504), it is essential to plan for periodic review of the ISP to address any changes in status or as directed by the individual's physician.
- ISPs should be updated as needed in conjunction with the quarterly review of the IEP or a change in placement or teacher. Safety planning teams should coordinate individual assessment of individual needs for the development and updating of ISPs in conjunction with Individual Education Planning (IEP/504 planning) meetings.

Staff should be trained and have access to equipment and supplies necessary to enact ISPs.

- Staff members (including substitute teachers, bus drivers, aides, etc.) who work with or near individuals or other staff members with an ISP should have access, training, and equipment, and supplies necessary to enact ISPs.
- It is recommended that ISPs are carried by or located near individuals or staff members with an ISP, and are accessible electronically via an emergency application.
- Any supplies or equipment required for the ISP should be readily available, in an emergency kit or "Go-Kit," and/or carried by the individual as deemed appropriate.

Adults in charge.

- Individuals with access and functional needs should have an identified adult trained and equipped to implement the plan in an emergency. In addition, the plan should designate secondary adults in the event that the primary adult is absent or otherwise unable to act.
- Substitute personnel placed in charge of an individual with an ISP (i.e., teachers, aides, or paraprofessionals) must be familiarized with and prepared to implement the ISP.
- Students and children must not be placed in charge or have responsibility for their peers or other adults with special needs.
- Through group practice and education, students and children will naturally learn to work cooperatively and help one another during emergency drills and exercises. However, it is not safe or appropriate to assign students and children adult responsibilities as this can lead to unintended physical and/or psychological harm if a student “helper” or “buddy” is unable to successfully assist a peer or adult during a drill or actual emergency.

Equal opportunity and equal access = safety for all.

- Individuals with access and functional needs must have the same opportunities to access and benefit from emergency programs, services, and activities as people without disabilities.
- Modification to rules, policies, practices, and procedures may be required to provide equal access to emergency programs and services for individuals with access and functional needs.
- Neither individuals with access and functional needs nor their families may be charged to cover the costs of measures necessary to ensure equal access and nondiscrimination.



The Inclusive Safety Planning Process

The following **6 Step Process**, developed by Safe and Sound Schools and outlined in its *Especially Safe Planning and Preparation Guide*, is designed to guide safety audit committees through an inclusive safety planning process, identifying and addressing specific access and functional needs of community members (Safe and Sound Schools, 2021).



Source: *Especially Safe: An Inclusive Approach to Safety Preparedness in Educational Settings*, Safe and Sound Schools

Step 1: Gather Your Team – the Safety Audit Committee

As in all things “school safety,” it starts with a team. As Safety Audit Committees (SACs) continually gather to develop, revise, improve their safety plans, and consider individuals that have safety support needs during a crisis, the first—and most important step in the process—is to identify individuals who may have safety support needs within the community.

Step 2: Identify Individuals with Special Needs for Support During Crisis

Some individuals may be easier to identify than others. They may be identified through Special Education or English Language Learners programs, i.e., provision of each response action in different languages as needed. These programs are an excellent place to begin accounting for special safety support needs in your community. It is critically important to look beyond these programs to identify other special needs that may exist within the community, and reach out to community members who can identify additional needs.

Set a schedule to regularly survey parents and staff members with extra attention given to special educators, counselors, psychologists, social workers, and nurses to help identify students, children, staff, volunteers, and families that may have additional support needs. Once the survey has been completed, individuals or parents of individuals will need to be contacted to initiate the Inclusive Planning Process.

Step 3: Develop an Individual Safety Planning Team

With individual safety planning, it takes a specialized team of people who know and work with the individual to ensure the best plan. These include parents, bus drivers, aides, paraprofessionals, teachers, nurses, counselors, emergency response providers, and any additional support staff who work with the individual. It is important to establish a team lead and core working members, in addition to other members who may advise or assist the group with specific challenges and solutions. Once the individual safety planning team is assembled, review and discuss the individual's needs (See the TEAMS Framework section of this guide, as well as Appendix A: TEAMS Planning Template).

Step 4: Create and Develop the Individual Safety Plan Using the TEAMS Framework

The individual safety planning team is encouraged to use Safe and Sound Schools' TEAMS Planning Template (See Appendix A) and Individual Safety Plan template (see Appendix B) to document required safety accommodations and develop an action plan for completion. Ensure that specialized duties and assigned roles are reflected in the Individual Safety Plan.

Step 5: Share the Plan

Once the plan is developed, it is critically important that it be reviewed by and shared with all staff that work with the individual, or who may interact with the individual during a crisis. This includes parents, staff, substitutes, mental health, and emergency response personnel, as well as others identified in the planning process. Additionally, it will be necessary to consider changes in staff, substitutes, or emergency response agencies. Minimally, an annual review or "check-in" is recommended with all assigned staff and emergency response personnel and/or agencies, to ensure continuity of the ISP.

Step 6: Review and Adjust the Plan

Set a schedule for annual reviews of all ISPs. For those receiving special education services, this can be done at the IEP or 504 annual review meeting. A review must also be done as new information is learned, as individual's needs change, or when a student transitions to a new school. The ISP is a living document and is only effective if it is used and referred to by the individual safety planning team.



Introduction to the TEAMS Framework

Planning for the many unique needs and possible combination of access and functional needs of individuals in the school community can be an overwhelming task for safety audit committees. The TEAMS Framework, developed by Safe and Sound Schools and outlined in its *Especially Safe Planning and Preparation Guide* helps safety planning teams identify and plan for the safety of all community members (Safe and Sound Schools, 2021).

Safety Audit Committees (SACs) can use the TEAMS Framework to streamline identification and preparation for the access and functional needs of students and visiting community members such as volunteers, parents, delivery personnel, substitutes, and guests. While it is often not possible to know the needs of these individuals ahead of time, the TEAMS Framework can help SACs prepare with inclusivity in mind.

Support Category	Definition	Examples of Need
T Transportation & Mobility	Accommodations necessary to support an individual's movement to safety, alternative location, or protective position during and after a crisis.	Individuals in wheelchairs (manual and electric), with crutches, requiring lift and/or stair equipment, medically fragile individuals, pregnant individuals, etc.
E Emotional Mental & Behavioral Health	Accommodations, personnel, procedures, services, or specialized preparation required to ensure an individual's emotional well-being and/or behavioral health during a crisis.	Individuals with ADHD, sensory disorders, anxiety, trauma history, PTSD, cognitive or intellectual impairment, etc.
A Auxiliary Communication	Accommodations, personnel, equipment, specialized training, required to assist an individual's ability to receive, understand and relay information during a crisis.	Individuals with speech or cognitive disabilities and impairments, visual impairment/blindness, deaf or hard of hearing, etc., as well as English Language Learners and individuals who speak a language other than English.
M Medical	Medicine, medical care, specialized training, equipment or medical protocols required to ensure an individual's safety during a crisis.	Individuals with medical conditions such as asthma, allergies, diabetes, medical fragility, seizure disorders, traumatic brain injury, physical injury or impairment, etc.
S Security & Supervision	Additional equipment, training, protocols, and personnel required to maintain accountability and security of an individual during and after a crisis.	Individuals for whom traditional lockdown presents a physical, sensory, or emotional challenge, those who cannot remain quiet or stationary, individuals who are known to elope (run away) or initiate self-evacuation in a crisis, etc.

Source: *Especially Safe: An Inclusive Approach to Safety Preparedness in Educational Settings, Safe and Sound Schools*

The TEAMS planning template is designed to accompany the TEAMS Framework (See Appendix A: TEAMS Planning Framework). SACs can utilize the template to gather information and identify access and functional needs in the community. Individual safety planning teams can use the template to gather information to prepare for the specific equipment, medicine, personnel, and training that are required to ensure the safety of the individual and ultimately develop each individual's ISP (See Appendix B: Individual Safety Plan).

Appendix A

TEAMS Planning Template

Using the TEAMS Framework for Inclusive Safety Planning, list individuals who may require an Individualized Safety Plan (ISP). This form can be completed collaboratively (such as by grade level/related arts teams, special education teams, or health service providers).

Support Category	Individuals who may benefit from an Individualized Safety Plan	Person(s) Responsible for Coordinating
T Transportation & Mobility	1. _____	1. _____
	2. _____	2. _____
	3. _____	3. _____
	4. _____	4. _____
E Emotional, Mental & Behavioral Health	1. _____	1. _____
	2. _____	2. _____
	3. _____	3. _____
	4. _____	4. _____
A Auxiliary Communication	1. _____	1. _____
	2. _____	2. _____
	3. _____	3. _____
	4. _____	4. _____
M Medical Health	1. _____	1. _____
	2. _____	2. _____
	3. _____	3. _____
	4. _____	4. _____
S Security & Supervision	1. _____	1. _____
	2. _____	2. _____
	3. _____	3. _____
	4. _____	4. _____

Source: Especially Safe: An Inclusive Approach to Safety Preparedness in Educational Settings

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Appendix B

Individual Safety Plan

Today's Date: _____ Date of Next Review: _____

Individual: _____ ☐ Student/Child ☐ Staff ☐ Other

Planning Team Members:

Individual Information

Individualized Education Plan: ☐ Yes ☐ No 504 Plan: ☐ Yes ☐ No

Primary language other than English: ☐ Yes ☐ No

If yes, please indicate: _____

Identified educational disabilities or specialized needs:

Identified medical disabilities, conditions, impairments, or injuries:

Which emergency protocols and hazards require consideration for your ISP? Check all that apply:

<input type="checkbox"/> Earthquake	<input type="checkbox"/> Evacuation/Return to Building	<input type="checkbox"/> Reunification
<input type="checkbox"/> Fire	<input type="checkbox"/> Lockdown	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Severe Wind & Weather	<input type="checkbox"/> Tsunami	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Elopement (Wandering)	<input type="checkbox"/> Wildfire	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Shelter-In-Place		

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Essential Planning Practices

Emergency planning for students and other individuals with special needs should be as individual as the students. Some students may be at increased risk during an emergency and will need extra assistance or special attention. There is no one-size-fits-all approach. However, in developing an ISP, there are key practices that should be considered for certain needs.

- 1. Cognitive/Developmental:** Some students may not comprehend the nature of the emergency and could become disoriented or confused about the proper way to react. Students with hypertension, dyslexia or learning disabilities will have difficulty reading complicated directions for evacuation or response plans. Simple diagrams or pictures will give non-reading or overstressed students sufficient information to get to safety. Train your staff how to assist those who become upset. Check that evacuation routes have directional signs that are easy to follow. Practice evacuation route(s) with students regularly. Use simple diagrams or pictures to give non-reading or overstressed students sufficient information to get to safety. Preparedness kits should include:
 - comfort items
 - pen and paper
 - visual communication instructions
- 2. Hearing:** Provide sign language training to some staff for students who may not be able to hear emergency warnings. Have teachers practice basic hand signals with hearing impaired students for emergency communications. Alerting devices, such as strobe lights and vibrating pagers can be used to supplement audible alarms and are useful for students with hearing impairments. Install both audible and visual smoke alarms in the classroom and building. Preparedness kits should include:
 - pen and paper
 - flashlight to communicate in the dark
 - extra hearing aid batteries
 - batteries for TTY and light phone signaler
- 3. Mobility:** Limited mobility may impair egress and access to locations. Arrange and secure furniture and other items to provide barrier-free paths of travel. Disaster debris may obstruct evacuation. Store a lightweight manual wheelchair, if available. Train the staff the proper way to move an individual in a wheelchair. Mobility impaired students should practice moving their wheelchairs or having them moved into doorways, locking their wheels, and covering their heads with a book or with their arms or hands. Preparedness kits for those who use wheelchairs should include:
 - heavy gloves for making way over glass or debris
 - extra battery for electric wheelchairs recommended, but may not be practical
 - patch kit for punctured wheels
 - flashlight and whistle

- 4. Respiratory:** Students with respiratory impairments may have difficulty breathing when walking distances or descending stairs. Smoke, dust, fumes, chemicals, and other odors often exacerbate such limitations. For these students, include emergency evacuation masks and respirators in classrooms. Have oxygen and respiratory equipment readily available. Students and staff should practice putting on and removing this equipment as part of an emergency drill. Preparedness kits should include:
- medical schedule and dosages
 - medical mask
 - any medical equipment needed for 72 hours
 - note paper and pen
- 5. Medically Fragile:** Many illnesses can be aggravated by stress. In the event of a disaster that requires students to be at school for an extended period of time, medication may need to be administered to students with a healthcare plan. Schools should consider who will administer these medications in the event a nurse is not available during a disaster. Keep medications, authority to administer the medication forms, and healthcare plans in the vicinity of the medically fragile student. It is the parent's responsibility to maintain medical supplies, notify the school of changes and provide new doctor's orders. It is the nurse's responsibility to remind the parent to provide medications and update orders when notified.
- 6. Speech/Auditory:** Determine in advance the best way for the student to communicate with others during an emergency. Provide written emergency and evacuation instructions on a card, carried at all times and placed in an easy to see location. Preparedness kits should include:
- extra batteries for communication equipment
 - note paper and pen
 - comfort items
- 7. Visual:** Those with visual impairments may have to depend on others to lead them to safety during a disaster and may be reluctant to leave familiar surroundings. Employ Braille signage or audible directions for students who are blind or have low vision. Emergency back-up lighting systems, especially in stairwells and other dark areas, will benefit those students with limited visual acuity. Mark emergency supplies with large print or Braille. Students should know where the nearest telephones and alarm boxes are located and how to describe their location. Preparedness kits should include:
- extra folding white cane
 - heavy gloves for feeling the way over glass or debris
 - colored poncho worn for visibility
 - comfort items

Resources

- ADA Standards: Accessible Routes, U.S. Access Board Disability Resources, U.S. Department of Labor
- Access and Functional Needs Community of Practice Forum, REMS TA Center.
Login or register here: <https://rems.ed.gov/COP/REMSCOPforum/topics.aspx?ForumID=101>.
- Access and Functional Needs Factsheet, REMS TA Center
- Addressing Access and Functional Needs (AFN) in School and Higher Education Emergency Operations Plans (EOPS), REMS TA Center free online training
- Addressing Access and Functional Needs in School and IHE Emergency Operations Plans.
This document is a webinar resource list consisting of hyperlinks to online training opportunities addressing access and functional needs.
- Aiding Individuals With Service Animals During an Emergency, U.S. Department of Labor
- Alerting People with Disabilities and Access and Functional Needs,
Federal Emergency Management Agency (FEMA)
- Best Practice Guidance for Armed Assailant Drills in Schools, Safe and Sound Schools and
National Association of School Resource Officers
- Children in Disasters Guidance, U.S. Department of Homeland Security
- Classroom Security Considerations, iDig Hardware
- Earthquake Preparedness Guide for People With Disabilities and Others With Access
and Functional Needs, Earthquake Country Alliance
- Effective Communications for People with Disabilities: Before, During, and After Emergencies,
National Council on Disability
- Effective Emergency Management: Making Improvements for Communities and Effective
Emergency Management: Making Improvements for Communities and People With Disabilities,
National Council on Disability
- Effective Emergency Preparedness Planning: Addressing the Needs of Employees With Disabilities,
U.S. Department of Labor
- Emergency Evacuation Planning Guide for People With Disabilities,
National Fire Protection Association
- Emergency Management in Nontraditional School Settings, REMS TA Center

Resources (*Continued*)

- [Emergency Management Research and People With Disabilities: A Resource Guide](#), U.S. Department of Education
- [Emergency Planner Disability Trainings and Resources, The Ohio State University Principles for Creating a High-Quality Higher Ed Emergency Operations Plan](#), REMS TA Center
- [Emergency Planning for People With Access and Functional Needs](#), New York City Citizen Corps
- [Especially Safe: An Inclusive Approach to Safety Preparedness in Educational Settings](#), Safe and Sound Schools
- [Especially Safe: Teaching and Training Guide](#) (Safe and Sound Schools). This guide is a companion to Safe and Sound Schools' Planning and Preparation Guide from Especially Safe: An Inclusive Approach to Safety Preparedness in Educational Settings. The guide offers teaching and training guidance, recommended practices, and instructional strategies and activities for educators of students with special needs/access and functional needs.
- [Guidelines for School Security](#), Partner Alliance for Safer Schools
- [Helping Children With Disabilities Cope With Disaster and Traumatic Events](#), U.S. Centers for Disease Control and Prevention
- [Integrating Students With Special Needs and Disabilities Into Emergency Response and Crisis Management Planning](#), REMS TA Center
- [Integrating the Needs of Students and Staff with Disabilities and Other Access and Functional Needs Training Package](#). The training outlines several approaches for integrating the needs of students and staff with disabilities and other access and functional needs into each step of the emergency operation planning process. (REMS TA Center)
- [IS-368: Including People With Disabilities and Others With Access and Functional Needs in Disaster Operations Online Course](#). The purpose of this course is to increase awareness and understanding of the need for full inclusion of disaster survivors and FEMA staff who are people with disabilities, and people with access and functional needs. (FEMA, Emergency Management Institute)
- [IS-505: Religious and Cultural Literacy and Competency in Disasters Online Course](#). The course provides emergency management professionals and faith and community leaders active in disaster with the religious literacy and competency tools needed to learn how to effectively engage religious and cultural groups and their leaders throughout the disaster lifecycle. (FEMA Emergency Management Institute)
- [Office of Disability Integration and Coordination](#), Federal Emergency Management Agency
- [Opening the Door to School Safety webpage](#), Door Security & Safety Foundation

Resources *(Continued)*

- [People With Disabilities](#), National Fire Protection Association
- [Personal Emergency Evacuation Planning Tool for School Students With Disabilities](#), National Fire Protection Association
- [Planning for an Emergency: Strategies for Identifying and Engaging At-Risk Groups](#), U.S. Centers for Disease Control and Prevention
- [Preparing the Workplace for Everyone: Accounting for the Needs of People with Disabilities](#), Interagency Coordinating Council on Emergency Preparedness and Individuals With Disabilities
- [Principles for Creating a High-Quality School Emergency Operations Plan](#), REMS TA Center
- [Public Service Announcements for Disasters](#), U.S. Centers for Disease Control and Prevention
- [School Safety Drills and Exercises for Students with Autism Spectrum Disorder \(ASD\): Tips and Resources For Educators](#), National Association of School Psychologists
- [School Crisis Prevention and Intervention, The PREPaRE Model, 2nd Edition](#), (pp. 129–135) National Association of School Psychologists
- [Supporting Students with Disabilities During School Crises, A Teacher’s Guide](#), Clarke, L., Embury, D., Jones, R. & Yssel, N.
- [Tips for Evacuating Vulnerable Populations](#), Florida Division of Emergency Management
- [Training, Drilling, and Exercising Toolkit](#), Texas School Safety Center

Resources *(Continued)*

Resources for Specific Audiences

Disabilities

- [Protection and Advocacy for People With Disabilities](#), National Disability Rights Network

Deaf or Hard of Hearing

- [Emergency Warnings for People With Hearing Loss](#), National Weather Service
- [American Sign Language Course on Emergency Management and Deaf or Hard of Hearing Populations](#): Rochester Institute of Technology, REMS TA Center

Medical Health Needs

- [Asthma in Schools](#), U.S. Centers for Disease Control and Prevention
- [Emergency Information Form for Children With Special Needs](#), American College of Emergency Physicians and American Academy of Pediatrics
- [Sample Emergency Information Form for Children With Special Needs](#), American College of Emergency Physicians and American Academy of Pediatrics
- [Epilepsy in Schools](#), U.S. Centers for Disease Control and Prevention
- [Food Allergies in Schools](#), U.S. Centers for Disease Control and Prevention

Limited English Proficiency

- [Limited English Proficiency Emergency Preparedness Resources](#), U.S. Department of Justice
- [Promoting Emergency Preparedness Among Non-English Speaking Students](#), REMS TA Center

APPENDICES

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TEAMS Planning Template

Using the TEAMS Framework for Inclusive Safety Planning, list individuals who may require an Individualized Safety Plan (ISP). This form can be completed collaboratively (such as by grade level/related arts teams, special education teams, or health service providers).

Support Category	Individuals who may benefit from an Individualized Safety Plan	Person(s) Responsible for Coordinating
T Transportation & Mobility	1. _____ 2. _____ 3. _____ 4. _____	1. _____ 2. _____ 3. _____ 4. _____
E Emotional, Mental & Behavioral Health	1. _____ 2. _____ 3. _____ 4. _____	1. _____ 2. _____ 3. _____ 4. _____
A Auxiliary Communication	1. _____ 2. _____ 3. _____ 4. _____	1. _____ 2. _____ 3. _____ 4. _____
M Medical Health	1. _____ 2. _____ 3. _____ 4. _____	1. _____ 2. _____ 3. _____ 4. _____
S Security & Supervision	1. _____ 2. _____ 3. _____ 4. _____	1. _____ 2. _____ 3. _____ 4. _____

Source: *Especially Safe: An Inclusive Approach to Safety Preparedness in Educational Settings*, Safe and Sound Schools

Individual Safety Plan

Today's Date: _____ Date of Next Review: _____

Individual: _____ ☐ Student ☐ Staff ☐ Other

Planning Team Members:

_____	_____
_____	_____
_____	_____
_____	_____

Individual Information

Individualized Education Plan: ☐ Yes ☐ No 504 Plan: ☐ Yes ☐ No

Primary language other than English: ☐ Yes ☐ No

If yes, please indicate: _____

Identified educational disabilities or specialized needs:

Identified medical disabilities, conditions, impairments, or injuries:

Which emergency protocols and hazards require consideration for your ISP? Check all that apply:

- | | | |
|------------------------------------------------|------------------------------------------------------------|----------------------------------------|
| <input type="checkbox"/> Earthquake | <input type="checkbox"/> Evacuation/
Return to Building | <input type="checkbox"/> Reunification |
| <input type="checkbox"/> Fire | | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Severe Wind & Weather | <input type="checkbox"/> Lockdown | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Elopement (Wandering) | <input type="checkbox"/> Tsunami | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Shelter | <input type="checkbox"/> Wildfire | <input type="checkbox"/> Other: _____ |

Individual Safety Plan

Use the TEAMS planning framework to identify and arrange for necessary supports.

Support Category	Equipment, Technology and/or Material Supports	Personnel, Service Animal, Peer Support	Training
T Transportation & Mobility	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
E Emotional, Mental & Behavioral Health	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
A Auxiliary Communication	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
M Medical Health	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
S Security & Supervision	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

Individual Safety Plan

Support Category	Action Items	Person(s) Responsible
T Transportation & Mobility	1. 2. 3. 4.	1. 2. 3. 4.
E Emotional, Mental & Behavioral Health	1. 2. 3. 4.	1. 2. 3. 4.
A Auxiliary Communication	1. 2. 3. 4.	1. 2. 3. 4.
M Medical Health	1. 2. 3. 4.	1. 2. 3. 4.
S Security & Supervision	1. 2. 3. 4.	1. 2. 3. 4.

This plan was reviewed by:**Name****Relation to individual**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Source: *Especially Safe: An Inclusive Approach to Safety Preparedness in Educational Settings*, Safe and Sound Schools

State and Local Contacts

1. Virginia Department of Criminal Justice Services (DCJS)

Physical and Mailing Addresses: 1100 Bank Street, Richmond, VA 23219
(804) 786-4000
www.dcjs.virginia.gov

2. DCJS – Virginia Center for School and Campus Safety (VCSCS)

Physical and Mailing Addresses: *see DCJS above*
www.dcjs.virginia.gov/virginia-center-school-and-campus-safety

3. Virginia Board for People with Disabilities (VBPD)

Physical and Mailing Addresses: 1100 Bank Street, #7, Richmond, VA 23219
(804) 786-0016
www.vaboard.org

4. Virginia Department of Behavioral Health and Developmental Services (DBHDS)

Physical Address: 1220 Bank Street, Richmond, VA, 23219
Mailing Address: PO Box 1797, Richmond, VA 23218-1797
(804) 786-3921
www.dbhds.virginia.gov

5. Virginia Department of Education (DOE)

Physical Address: James Monroe Building, 101 N. 14th Street, Richmond, VA 23219
Mailing Address: PO Box 2120, Richmond, VA 23218
(804) 225-2818
www.doe.virginia.gov

6. Virginia Department of Emergency Management (VDEM)

Physical and Mailing Addresses: 10501 Trade Court, North Chesterfield, VA 23236
(804) 897-6500
www.vaemergency.gov

- Preparedness Division: for technical assistance with crisis management plans (CMPs) and other preparedness actions
- Office of Training and Exercises: for technical assistance in developing, designing and improving CMPs, and exercise schedules and tracking
- Regional Coordinators
- CERT program for individuals: training for citizens www.vaemergency.gov/divisions/training

7. VDEM Local Emergency Manager/Coordinator

<https://lemd.vdem.virginia.gov/Public/Default.aspx>

State and Local Contacts *(Continued)*

8. Virginia Department of Health (VDH)

Physical Address: James Madison Building, 109 Governor Street, Richmond, VA 23219

Mailing Address: PO Box 2448, Richmond, VA 23218-2448

Office of Emergency Preparedness (804) 864-7026

www.vdh.virginia.gov

9. Virginia State Police (VSP)

Physical Address: 7700 Midlothian Turnpike, North Chesterfield, VA 23235

Mailing Address: PO Box 27472, Richmond, VA 23261

(804) 674-2000

<https://vsp.virginia.gov>

10. State Fire Marshal's Office (VDFP)

Physical and Mailing Addresses: 1005 Technology Park Drive, Glen Allen, VA 23059

(804) 371-0220

www.vafire.com/state-fire-marshals-office



Virginia Department of Criminal Justice Services
www.dcjs.virginia.gov