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Individual Emergency and Lockdown Plan

*Adapted from St. Croix River Education District,
with thanks to Jamie Nord, Sarah Brown, and Troy Ferguson.*

Any student with an Individualized Education Program (IEP) or 504 accommodation plan who is unable to independently follow directions and move to designated areas in drill or emergency situations needs to have an Individual Emergency and Lockdown Plan. The “Checklist for Determining if a Student Needs an IELP” can assist teams in making this determination.

If the IEP team decides an Individual Emergency and Lockdown Plan is needed, the team will need to determine and document the equipment needed, the staff who will provide assistance, and the procedures to be followed in order to ensure the student’s safety.

Checklist for Determining if a Student Needs an IELP

Each student with an IEP or 504 Plan should be considered for Individual Emergency and Lockdown Plan development on a **yes-no** basis. Any student who cannot be expected to safely follow the standard school procedures needs an individual plan. If the IEP Team answers **Yes** to one or more of the following items, development of an **Individual Emergency and Lockdown Plan** should be considered.

Student Name: _____

Date: _____

Behavioral Factors to Consider...	Yes	No
Does the student lack the cooperation skills needed to follow adult directives in the case of an emergency, to the degree that it could interfere with their capacity to follow standard procedures?		
Does the student lack the self-management skills to handle stressful situations, to the degree that it could interfere with their capacity to follow standard procedures?		
Will the student panic/ become overly anxious during an emergency, to the degree that it could interfere with their capacity to follow standard procedures?		
Does the student require special instructions and/or accommodations in addition to the routine procedures required in the case of an emergency situation?		
Does the student display impulsive behaviors , to the degree that it could interfere with their capacity to follow standard procedures?		

Cognitive/Sensory/Physical/Health Factors to Consider...	Yes	No
Does the student have cognitive (e.g., difficulty following directions) challenges that could interfere with their capacity to follow standard procedures?		
Does the student have sensory disabilities (Hearing, Vision) that could interfere with their capacity to follow standard procedures?		
Does the student have physical mobility issues (e.g., endurance, balance, ability to navigate obstacles) that could interfere with their capacity to follow standard procedures?		
Does the student have health/medical concerns that could interfere with their capacity to follow standard procedures?		

Individual Emergency and Lockdown Plan

Student Name:

School Year/Term:

A. What specialized equipment is needed in the building? Where? List:

B. What specialized equipment must remain with the student? List:

C. Describe the identified behaviors, if any, that occur to a degree that could interfere with the student's capacity to follow standard procedures:

D. General Considerations

- Staff will remain with the student throughout any drill or emergency procedure.
- The student will calmly be informed of what is happening throughout the process.
- The elevator will not be used during a drill or emergency.
- This plan will be reviewed and revised as needed, based on changes in the student's class schedule, classroom assignments, mobility, health status and behavioral needs.

E. This student requires (check all that apply):

Staff assistance to evacuate the building

Name of assigned staff person(s):

Name of back-up staff:

Staff assistance to carry equipment

Name of assigned staff person(s):

Name of back-up staff:

Other staff support - describe (e.g., staff model adaptive behavior):

F. Describe student-specific plans for the following situations:

- 1) When exiting the building is required (e.g., Fire) and exit can be accomplished, identify the “go-to” point:**

Check if same as for other students in the class or describe location:

Plan details:

- 2) When exiting the building is required and exit cannot be accomplished, identify the “go-to” point:**

On 1st floor –

On 2nd floor –

Plan details:

- 3) When students are to remain in the building (e.g., Tornado), identify the “go-to” point:**

Check if same as for other students in the class or describe location:

On 1st floor –

On 2nd floor –

Plan details:

- 4) When students are to remain in the classroom (e.g., Lockdown):**

This is a **stay-put** situation.

Plan details:

G. Training Procedures for Staff

Describe specific training procedures (e.g., use of evacuation chair):

Trainer's Name & Position:

Individuals Trained:

Name	Date	Name	Date

H. Adoption/Revision Dates

- Attach a copy of the Individual Emergency and Lockdown Plan to student's IEP.
- Place a copy of the Individual Emergency and Lockdown Plan in teacher's substitute file – require review by substitute teacher prior to student's class.
- Provide a copy of the Individual Emergency and Lockdown Plan to all staff who may be involved, as well as to parents or guardians.

Case Manager Name:

Signature & Date:

Date Revised: