

# Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center

## EVACUATION RESOURCE GUIDE

### Collaboration

- [Collaboration: Key to a Successful Partnership Publication](#) (U.S. Department of Education’s [ED] Office of Safe and Healthy Students [OSHS] & REMS TA Center). This publication provides considerations for initiating collaboration, managing a collaborative team, and strengthening the partnership. These include identifying potential collaboration members, engaging members appropriate to community and school needs and capabilities, developing a positive interpersonal network, building a strong communications network, developing mutually beneficial working relations and procedures, adapting to changing need and capacity, and sustaining collaboration.
- [“Developing High-Quality School Emergency Operations Plans: A Collaborative Process Webinar”](#) (OSHS & REMS TA Center). This Webinar focuses on the importance of collaborating with community partners in planning efforts. It covers what roles community partners can play during the emergency operations plan (EOP) development and maintenance process, obstacles that can occur during the collaborative process and methods for mitigating them, and examples of successful collaboration with community partners.
- [Families as Partners in School Emergency Management, Helpful Hints for School Emergency Management, Volume 2, Issue 7 Publication](#) (OSHS & REMS TA Center). This publication provides considerations for developing a family reunification annex, identifying reunification sites, and maintaining emergency information cards and student release forms. It also discusses the importance of involving families in school emergency management planning, provides strategies for forming partnerships with families, and offers information on training families and developing a communication and warning annex that accounts for communicating with families.

[Guide for Developing High-Quality School Emergency Operations Plans](#) (U.S. Department of Education, U.S. Department of Homeland Security, Federal Emergency Management Agency, U.S. Department of Justice, Federal Bureau of Investigation, and U.S. Department of Health and Human Services). This publication describes planning principles and the six-step process to create a K-12 school emergency operations plan. Information on planning for individuals with disabilities or access and functional needs is provided throughout the document.

### General Evacuation Planning

- [Alternating Evacuation Site Location Publication](#) (U.S. Department of Homeland Security [DHS]). In this Lessons Learned document, the recommendation is made that schools should identify at least two off-site assembly areas. The guidance is based on information from an After-Action Report that was completed after a real school emergency.

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- [Ensuring the Safe Evacuation of all Students, Staff, and Visitors Web Page](#) (OSHS & REMS TA Center). On this topic-specific page, resources from ED, OSHS, the REMS TA Center, and Federal partners are provided on evacuation. Materials are provided for before, during, and after an incident.
- [FAQs About Building Evacuation Web Page](#) (National Fire Protection Association [NFPA]). On this Web page, which is aimed at the general public, answers to frequently asked questions are provided. Topics addressed include the differences in evacuating from high-rise buildings from other types of building.
- [Guidance on Fire Emergency Procedures for Emergency Stair Travel Devices](#) (National Institute of Standards and Technology). Recommendations and guidance are provided in this resource on the use of emergency stair travel devices to evacuate a person with limited mobility. Topics addressed include the different types of device available, how to choose which device to use, and where to store the device.

## Transportation

- [National Association of State Directors of Pupil Transportation Services Website](#). Information and resources are available here on vehicles, operations, energy and environment, special programs, security, and nonschool buses.
- [Using Absolute Enrollment Numbers When Requesting Transportation Assets Publication](#) (DHS). In this Lessons Learned document, school emergency managers are encouraged to use absolute enrollment numbers—rather than actual attendance numbers—when submitting transportation requests in an emergency. The process of collating actual attendance numbers can be too time consuming and will likely delay any transport requests.

## Planning To Evacuate Specific Locations

- [Evacuation Planning Guide for Stadiums](#) (DHS). This resource provides guidance on when stadium owners and operators should evacuate, shelter in place, or relocate stadium occupants. Sample materials are also included, such as a planning template and data collection tool.
- [Evacuating the School Bus Guide](#) (FEMA). Accompanying this document is a [PowerPoint presentation](#). Together, both resources can be used to facilitate a 30-minute discussion with school bus drivers and others about evacuating school buses.

## Emergency Supplies

- [Emergency “Go-Kits,” Helpful Hints for School Emergency Management, Volume 1, Issue 1 Publication](#) (OSHS & REMS TA Center). In this resource, the need for school go-kits and emergency supplies is described. Suggested emergency supplies are also provided.

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- [“School Emergency Supplies List”](#) (OSHS & REMS TA Center). This one-page document provides considerations for what should be included in school emergency supplies, including resources for administration, classrooms, and students and staff.

## Planning for Students With Disabilities or Access and Functional Needs

### Evacuation Planning

- [Emergency Evacuation Planning Guide for People With Disabilities Publication](#) (NFPA). Guidance is provided in this document on how to help people with mobility, visual, hearing, speech, or cognitive impairments evacuate a building. Also included is a personal emergency evacuation planning checklist that can be used to identify how people with disabilities would be notified of an emergency and supported as they evacuate a building.
- [Tips for Evacuating Vulnerable Populations](#) (Florida Division of Emergency Management). This document provides pointers for how to help evacuate groups such as those with mobility impairments or autism. Additional resources are also included.

### General Planning

- [Access and Functional Needs Community of Practice \(CoP\) Forum](#) (OSHS & REMS TA Center). This forum houses resources related to addressing access and functional needs (AFN) in emergency management planning and EOP development. The CoP is an online forum where practitioners of emergency management at schools, school districts, state education agencies, institutions of higher education (IHEs), and their community partners can come together to share ideas, experiences, and lessons learned and to engage with one another on the topics of safety, security, and emergency management.
- [“Addressing Access and Functional Needs \(AFN\) in School and Higher Education Emergency Operations Plans \(EOPs\) Webinar”](#) (OSHS & REMS TA Center). This archived Webinar provides an overview of AFN integration within schools and IHEs, as well as specific information on and examples of inclusive preparedness planning in schools and IHEs. Also included on this Web page is a [Resource List](#) that provides links to general resources, laws and regulations, tools and trainings, alerts and notifications, and special topics. You can also find a [Fact Sheet](#) on the topic, which provides examples of inclusive planning in a variety of areas and additional resources.
- [Disability Resources](#) (U.S. Department of Labor). This Web page provides resources on a variety of topics. Under the subheading *Emergency Preparedness*, information is available on preparing for emergencies for people with disabilities or AFN.
- [Emergency Management Research and People With Disabilities: A Resource Guide](#) (ED). A listing and description of research projects that have been funded by the Federal government and other entities

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are provided in this document, as well as research recommendations that have been made in conferences on emergency management and disabilities.

- [Emergency Warnings for People With Hearing Loss Web Page](#) (National Oceanic and Atmospheric Administration). This page describes how people with hearing loss can be warned about an emergency, which may necessitate an evacuation. As well as providing answers to frequently asked questions, the page describes alerting equipment that can be used.
- [Hurricane Help Web Page](#) (ED). On this site, information and resources are provided for both the K-12 and the higher ed communities to assist them restore the learning environment after being impacted by recent hurricanes. Hurricane-specific information, as well as resources, is provided in Spanish.
- [IDEA Individuals with Disabilities Education Act Website](#) (ED). This site provides a compilation of IDEA information and resources, such as law and policy, reports, grants and funding, and other types of resources.
- [Individuals with Disabilities Web Page](#) (FEMA). Information is provided on this page for individuals with disabilities on how to prepare for an emergency. Tips are provided that may assist planning teams as they prepare for an evacuation.
- [Integrating Students With Special Needs and Disabilities into Emergency Response and Crisis Management Planning Publication](#) (ED). This resource provides some suggestions on how to better ensure that the needs of students with disabilities or AFN are integrated into planning efforts, including through partnering with a disability specialist. Several strategies, as well as additional resources, are provided.
- [“Integrating the Needs of Students and Staff with Disabilities and Other Access and Functional Needs Training”](#) (OSHS & REMS TA Center). This Specialized Training Package includes instructions, a PowerPoint with speaker notes, and a Resource Guide on integrating the needs of students, staff, and teachers with disabilities and other AFN into each step of the emergency operation planning process. The information can be used by individuals to self-teach or to train others, such as in professional development opportunities.
- [Office of Disability Integration and Coordination](#) (FEMA). This office provides guidance, tools, methods, and strategies to help establish equal physical, program, and effective communication access to people with disabilities. FEMA has a Regional Disability Integration Specialist in each of its 10 regions who can provide support for disability-inclusive emergency planning. For information on how to contact your FEMA Regional Contact, click [here](#).