

Special Education Advisory Committee (SEAC)
Poudre School District

On December 5, 2019, PSD Special Education Advisory Committee (SEAC) heard a presentation from Sarah Belleau on Supporting Students with disabilities in a Crisis or Emergency.

The following reflects the collective feedback from parents, staff and community members that comprise the SEAC:

1) Feedback on Emergency Evacuation Plan examples:

BVSD: + Like the snapshot view of all students that can be given to first responders (add picture of student) think about list vs. individual sheets in office and classroom

+ Like that it is short and easy to see a list

+ Could use this form in the IEP meeting with families

+ Could use this form as a snapshot master in school front office

+ Like the use of "intended route and means of evacuation"

+ Like the use of "who will assist them"

- Might not work at secondary setting where multiple classrooms are used

27J: +Like the Functional or Access Needs Assessment checklist-style (but use less words)

+ Like the Personal Emergency Response Plan again using check box style is a great idea

+ Like that training is documented on plan

+ Use as a roster in classroom binder

+ Use as one page in Go Bags utilizing check boxes from pg 1 and Response Plan pg 2

Westminster: + Like the short format

+ Like that it includes Medical History, but change it to Medical Needs

+ Could be used in nurse office

- Don't need Transportation info

Cherry Creek: + Like the "Developing the Readiness and Emergency Management Plan" guide for training staff

+ Like the section that asks about physical needs

+ like the Supporting Information

+ Use with an added parental signature page to build a plan to put in Go Bag

- Do not need transportation section

General Feedback and things to consider:

- 2) Like the use of a Go Bag where individual plans will be kept for teacher/staff use
- 3) Place priority on individual needs on response plans. Add communication needs, how the student responds to crisis/ directions
- 4) Have all staff participate in annual trainings and first responder's disaster training
- 5) Utilize other groups to compile paperwork, not teachers. Maybe PTO, Para's, etc.
- 6) Plan for times when students are not supported, lunch, recess, specials. , look to gen ed for support when needed and possible peer tracker/handler when students are not supported by para
- 7) Use the same plan for all schools, not a different plan for the various programs.
- 8) Practice. Use verbiage throughout the day that will be used in crisis situations. Practice 3 main scenarios, stay in building central location, stay in building and hide, leave building.
- 9) Add a representative of special populations to the building level crisis teams
- 10) Make the crisis plans a part of the IEP

Thank you for the opportunity to provide feedback on this very important aspect of school for students with disabilities.

Sincerely, PSD SEAC