



CHECKLIST

Before an Incident: Are You Ready?

_____ 1. Develop a building Incident Response Plan.

- Organize a broad-based committee.
- Develop the plan with consideration to:
 - a. Compatibility with the district Incident Response Plan.
 - b. Compatibility with the community or state Incident Response Plan where appropriate.
 - c. Compatibility with local evacuation plans.
 - d. Clearly stated responsibilities of all staff.
 - e. Needs of special populations (e.g., disabled students, students for whom English is not their first language, or very young students).
- Get the plan approved by the administration.
- Communicate the plan to the school board and relevant community groups, and get approval where appropriate.

_____ 2. Assemble an Incident Response Team.

- Identify the coordinator, usually the principal.
- Identify the backups for the principal (e.g., the vice principal, the senior counselor, or district representatives).
- Identify the criteria for choosing members of the team (e.g., must have the trust of the students and staff, must have the ability to remain calm in tense situations, must have the authority to make decisions, must accurately represent a constituency, must have the knowledge and skills to be a helpful resource, must be perceptive of and sensitive to the feelings of others, and so on).
- Identify the members:
 - a. Principal
 - b. Vice principal / TOSA
 - c. Counselor(s)
 - d. School nurse(s)
 - e. School social worker(s) and psychologist(s)
 - f. Director of transportation
 - g. Representative(s) of certified staff
 - h. Representative(s) of classified staff
 - i. Representative(s) of the drug prevention team
 - j. Representative(s) of students (e.g., peer helpers)



- k. Representative(s) of the school district
- l. Member(s) of the PTSA
- m. Representative(s) of community health agencies
- n. Representative(s) of the city government (e.g., the mayor or council member)
- o. Representative(s) of community law enforcement
- p. Representative(s) of community religious organizations

3. Design a Phone Tree.

- Develop it:
 - a. Compile a list of people to call.
 - b. Write guidelines for using the Phone Tree
 - c. Design a system for keeping the list current.
- Disseminate it:
 - a. In the building Incident Response Plan guide
 - b. In the staff manual
 - c. To all staff members (have them take it home)
- Practice using it.

4. Compile a Resource Directory.

- Identify building resources:
 - a. Counselors
 - b. Representatives of the drug prevention team
 - c. Staff members who are certified to give first-aid and CPR
 - d. Other staff members
- Identify district resources:
 - a. Counselors, nurses, psychologists, and social workers
 - b. Administrators (e.g., the superintendent, other principals, the business manager, and representatives from transportation, personnel, maintenance, and facilities)
- Identify out-of-district resources:
 - a. Public agencies
 - b. Private agencies
 - c. Private practitioners
 - d. Other school districts

5. Set aside counseling areas in the school.

- Identify areas available for individual and group counseling:
 - a. The counseling center
 - b. The lunchroom
 - c. The library



- d. Locker areas
- e. Open classrooms
- f. Conference and meeting rooms
- g. Other
- Prepare and disseminate a map of these areas:
 - a. In the building Incident Response Plan guide
 - b. In the staff manual

_____ 6. Secure equipment and other resources necessary for Incidents.

- Assemble a School Emergency Kit with at least the following equipment:
 - a. Battery-powered bullhorn or megaphone
 - b. A portable computer that can access student records
 - c. Beepers for key personnel in the building and the district
 - d. Cell phones for others responding to the Incident (e.g., on site or at the hospital)
- Establish a private line with an unpublished number at the principal's desk, which gives the principal the ability to access others without being tied up by people making incoming phone calls and people making outgoing phone calls responding to the Incident. Secure the following other resources:
 - a. Lined paper pads
 - b. Pens
 - c. Markers
 - d. Plain, white, peel-off stickers
 - e. A list of important phone numbers
 - f. A local phone directory
 - g. A staff directory
 - h. A floor plan that shows all exits and locations of telephones and computers
 - i. A floor plan that shows all fire extinguishers, electrical panels, water shut-off valves, natural gas shut-off valves and fire hydrants.
 - j. A local street map
 - k. A current list of students who ride buses, along with their bus and route numbers
 - l. A first-aid manual
 - m. A summary of information that can be made public during an emergency, including policies related to the release of information (e.g., the Freedom of Information Act)



_____ 7. Conduct annual in-services on the Building Incident Response Plan.

- Complete an annual in-service to the members of the Incident Response Team:
 - a. Overview of the plan
 - b. Roles and responsibilities of the members of the Incident Response Team.
- Complete an annual in-service to building and district administrators:
 - a. Overview of the plan
 - b. Roles and responsibilities of building and district administrators
- Complete an annual in-service to building staff (certified and classified):
 - a. Overview of the plan
 - b. Roles and responsibilities of building staff
- Complete an annual in-service to building and district support staff:
 - a. Overview of the plan
 - b. Roles and responsibilities of building and district support staff

_____ 8. Practice emergency procedures—e.g., lockdowns—regularly.

_____ 9. Conduct an annual review and update.

- Replace members of the Incident Response Team, if necessary.
- Update the Phone Tree, usually best done in August and September.
- Update telephone numbers for resources.
- Evaluate the Building Incident Response Plan.