The Police Confidential Tip line is (716) 847-2255
The information within this document will assist you in the following situations:

1) *Emergency procedures due to imminent harm or threat, including:*
   a) Contact information
   b) *Emergency Response protocols (Shelter in Place, Lockout, Lockdown)*
   c) *Parent notification for planned Safety Drills*
   d) *Teacher/Student scripts related to planned Safety Drills*

2) *Elopement Procedures*

3) *Building closure due to an emergency or facilities issue*

4) *Follow-up Incident Reporting*
In the case of any emergency situation where there is a presumed or imminent danger to any person(s) in a school building, the following procedures **MUST** be abided by for the safety and well-being of all person(s).

**CALL 911**

1. A dedicated person, usually the building principal or administrator designee in charge, must call 911. 911 will connect you to POLICE or FIRE. The designated caller **MUST** stay on the line to give details of the situation.

2. Call Fred Wagstaff (Elena Cala if Fred Wagstaff is not available). Mr. Wagstaff or Ms. Cala will contact the following individually or as a group through a notification depending on each circumstance:

<table>
<thead>
<tr>
<th>Head of BPS Security</th>
<th>Chief Operating Officer</th>
<th>Head of Public Relations</th>
<th>Buffalo Police Dept Chief of Schools</th>
<th>Executive Director of Plant Services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Chief of Staff</strong></td>
<td>Assoc. Supt. of Student Support Services</td>
<td>Assoc. Supt. of School Leadership #1</td>
<td>Assoc. Supt. of School Leadership #2</td>
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<tr>
<td>Assoc. Supt. of School Leadership #3</td>
<td>Assoc. Supt. of School Leadership #4</td>
<td>Assoc. Supt. of School Leadership #5</td>
<td>Chief of Intergovernmental Affairs</td>
<td></td>
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</tbody>
</table>

**Examples of Violence Issues:**
- Assault with a weapon
- Assault
- Gang assault
- Rape/Sexual Assault
- Robbery
- Domestic Situation

**Examples of Safety Issues:**
- Terroristic / Bomb Threat
- Firearm and/or Ammunition
- Social Media Threat
- Fire
- Medical Emergency
- Kidnapping
- Elopement

**Examples of Plant Issues:**
- Gas Leak
- Chemical
- Hazardous Material
- Water Main Break
- Flooding
- Power Outage

**The Superintendent will be contacted immediately by**
**Head of Security or Head of Public Relations**
In the event that 911 is called from a school telephone, select individuals within the building will be notified of the call via school phone display. All listed will have the option to listen to the call in real time but this should be reserved for the school principal or the school clerk. The principal and district designees, will receive notification of the call electronically including a text message and an email with a recording of the 911 call attached.

At the beginning of every school year, school and district personnel will be required to update both the school and district level designee.
Emergency procedures to employ due to imminent harm or threat

**Shelter in Place**

- An Announcement will be made that a **Shelter in Place** is in effect due to weather related issue or a non-specific bomb threat
- Students should report/remain in their regularly scheduled class
- Teachers should take attendance and continue with normal classroom routines
- Do not remain in a lavatory, report back to your classroom
- An announcement will be made when the need for a **Shelter in Place** has ceased

**Lock Out**

- An Announcement will be made that a **Lock Out** is in effect due to an emergency situation taking place in the vicinity of the school
- Exterior doors and windows should be locked
- Outside activities are ended
- Classes will continue as usual
- The Principal will announce an end to the **Lock Out** when he/she receives notification from the Buffalo Police or District Office

**Lockdown**

- An announcement will be made that a **Lockdown** is in effect due to an intruder or other emergency taking place in the building
- Teachers should direct students to the closest **room** and remain there
- Teachers should take attendance
- Teachers should **lock** doors after making sure all students are inside
- Teachers will take attendance of all students in the classroom
- Teachers should direct students to sit on the floor, away from the door and farthest from the windows
- **Do not talk**
- **Do not** pull window shades down or block view from outside
- **Do not** respond to the intercom
- All doors will be opened by the Principal, Assistant Principal, or a member of the Buffalo Police Department
It is incumbent upon all personnel working within the Buffalo Public School District to become well-versed in the safety measures outlined in the safety plans created and sanctioned by the District. These plans are in place to serve as a guide should an incident happen within a school and should be followed as closely as practicable under the circumstances.

In an emergency situation an order to shelter; remain in the building or upon premises, or evacuate; leave the building or premises, will be given. Said order may be initiated by the building administrator, or designee, or a first responder, usually a member of the fire or police department. Upon a predetermined signal or consent from a person authorized to do so, the order will be rescinded.

If a SHELTER order is necessary, it will fall within one of following three areas:

- **Lockdown** (an imminent threat exists within the building)
- **Lockout** (a threat exists outside the building in proximity to the building)
- **Shelter-in-Place** (threat requires moving school population to a single or multiple locations within the school)

If an EVACUATE order is necessary, it will fall within one of the following areas:

- **On-Site Evacuation** (an exterior location on school grounds)
- **Off-Site Evacuation** (relocation to a pre-determined off site location)
- **Early Dismissal** (students released from school prior to completion of school day)
Social Media Threat / Non-Specific Bomb-Threat / Weather Related

ANNOUNCE “SHELTER-IN-PLACE”. DO NOT USE CODES.

CALL 911

ACTIVATE BUILDING LEVEL EMERGENCY RESPONSE TEAM. Instruct them to scan common areas for anything that looks unfamiliar.

CONSULT with police officers regarding findings.

If there does not appear to be an explosive device, building administrators shall make the decision to evacuate or resume school day.

IF A DEVICE IS FOUND:

IMMEDIATELY CALL 911

ACTIVATE BUILDING LEVEL EMERGENCY RESPONSE TEAM. Instruct them to find an internal location to move students to as far away from device as possible. Make certain that path to designated area is cleared.

PROVIDE as much detail as possible to first responders regarding location and makeup of the device.

EVACUATE when given directive by first responder and only when it can be done safely.

SHELTER IN PLACE WILL END ONLY WHEN THE PRINCIPAL, ADMINISTRATIVE DESIGNEE, OR FIRST RESPONDER SIGNALS THAT THE THREAT HAS BEEN REMOVED.
Threat Outside of the Building in Proximity to the Building

ANNOUNCE “LOCKOUT”. DO NOT USE CODES.

If the school was notified by first responders of an incident occurring outside the school, it is not necessary to notify them that the school is in lockout. Generally, a police officer will respond to the school to assist during the lockout and keep administrators apprised of the situation.

If the school is initiating the lockout due to an incident occurring outside the school, the police should be notified immediately. Provide as many details as possible regarding the event.

RETURN all students who may be outside into the building.

LOCK ALL EXTERIOR DOORS AND WINDOWS.

LIMIT ENTRY to building once lockout is initiated. Any entry into building during lockout is on a one-on-one basis and only through a designated door which is monitored.

CLASSES should continue as scheduled.

Notification of the cessation of lockout will be given when the threat is removed. It can be given in a manner appropriate to the respective buildings.

If a police officer does not respond to the lockout, the police should be notified that the lockout has been lifted.

LOCKOUT WILL END ONLY WHEN THE PRINCIPAL, ADMINISTRATIVE DESIGNEE, OR FIRST RESPONDER SIGNALS THAT THE THREAT HAS BEEN REMOVED
An Imminent Threat Exists Within the Building
Social Media Threat / Specific Bomb-Threat / Threat of a Weapon

Internal Threat

ANNOUNCE “LOCKDOWN”. DO NOT USE CODES. Call 911 and give as many details as possible, including description of person(s) and location, if weapons are being used and if injuries have occurred.

IMMEDIATELY remove students from hallways and areas near you into your room, office or room with a lockable door. This includes common areas and restrooms adjacent to classrooms.

LOCK classroom doors and have students sit on the floor by the wall outside of view from the door window. Remain out of sight and keep students quiet.

DO NOT cover windows.

LEAVE lights on and blinds raised.

TAKE ATTENDANCE documenting all students within the room or area. Also document last known locations of students assigned to respective classroom or area.

ATTEND to injured. Document all injuries.

REMAIN secreted in room at all times. NO ONE is to leave for any reason.

DO NOT allow anyone to enter the room or areas in which you are located.

MAINTAIN SILENCE. DO NOT respond or communicate to anyone outside room unless you can verify the person is a first responder.

KEEP DOORS LOCKED at all times allowing no one into your room or area.

DO NOT answer classroom telephones.

DO NOT respond to a fire alarm unless it can be determined a fire is raging.

DO NOT respond to any announcements or other school-wide communications.

ALL DOORS WILL BE OPENED BY THE PRINCIPAL, ASSISTANT PRINCIPAL, or a MEMBER OF THE BUFFALO POLICE DEPARTMENT.

The Police Confidential Tip line is (716) 847-2255
During annual emergency drills (lockdown, etc.) conducted with the Buffalo Police Department or when drills are conducted without police supervision, the following materials are to be utilized.

1. Parent Letter
2. School Messenger Call System Message
3. Grade-level scripts for the teacher use

The purpose of the following materials is to adequately prepare students and parents for the seriousness of the drills and to reduce any potential student trauma or fear during the completion of the drill. Materials are available in the OSL Document Library in the section, Safety Drills and are also included below.
Dear Parents:

One of the components of New York State “Project Save” legislation is the requirement to practice Emergency Response Drills (Safety Drills). The Buffalo Police Department partners with our school to assure satisfactory completion of the drills.

In compliance with “Project Save” requirements we will hold our first practice drill on (DAY & DATE). Before this date, teachers will discuss this safety drill in their classrooms with the students. Teachers will share the comparison of fire drills that are held regularly. As we practice “fire drills” to keep us safe outside our school, we will practice “Safety Drills” to keep us safe inside our school.

Our Safety Drill includes the following procedures in each classroom once a building announcement has been made:

- Teacher closes and locks classroom door, lights on and blinds raised.
- Students will move to an area in the classroom away from windows/doors, and be seated on the floor.
- Everyone waits for the official “all clear” from the principal or Police Chief.

We are committed to maximizing the safety of everyone in our school by practicing these drills. We also want every student to be comfortable with our procedures and confident that they are safe in school.

Please do not hesitate to call with any questions you may have.

Sincerely,

(PRINCIPAL)
Dear Parents:

This is (PRINCIPAL).

One of the components of New York State “Project Save” legislation is the requirement to practice Emergency Response Drills (Safety Drills). The Buffalo Police Department partners with our school to assure satisfactory completion of these drills.

In compliance with “Project Save” requirements, we will hold our first practice drill on (DAY & DATE). Before this date, teachers will discuss this safety drill in their classrooms with the students.

A letter has been sent home with your child with additional details.

We are committed to maximizing the safety of everyone in our school by practicing these drills. We also want every student to be comfortable with our procedures and confident that they are safe in school.

Please do not hesitate to call me with any questions you may have.

Thank you.
DIRECTIONS: Below is a script to assist you in teaching your students about Lockdown concepts and drills. Carry out this lesson in the age appropriate manner in which you conduct all instruction for your students. You are the teacher for your students, however, if you need guidance or support in doing this, please feel free to contact your building administration or Student Support Team.

Remember that Lockdown Drills can be particularly problematic for students who have experienced trauma or are prone to anxiety. Our goal as a district is to manage Lockdown Drills in a way that minimizes student distress by having the drills become as automatic and routine as fire drills.

SCRIPT:
(Be prepared, scripts and discussions may vary by classroom depending on age level and student population).

Teacher:
"How many of you can remember a time when you ran ahead of a grown-up to the street corner and they'd be slower to get there, so when you got there without them they’d shout 'Stop!' or 'Freeze!' and you’d have to wait for them, there at the corner, before going into the street?” (show of hands) “Can you tell me why they wanted you to stop?”

Steer student responses toward:
“There were cars that you might not see, drivers who might not see you, parents wanted to keep you safe, etc.”

Teacher:
“Well, sometimes there still might be dangers that you can't see that the grown-ups know about and so they tell you to 'stop!' and even hide, sometimes, and wait for them to say 'All Clear, you can come out now.' And it's good to practice that.”

“Just as we sometimes practice fire drills so that we'll know what to do in case there is a fire, we are now going to practice being safe when there's trouble around. The bad thing may never happen, but when we're practiced in protecting ourselves, then we don't have to worry that we won't know what to do. Even the toughest grown-ups in the police and army practice what they're going to do in a difficult situation.”

“Can anyone tell me other things we do to be safe and prepared just in case something bad happens?”

Steer student responses toward:

The Police Confidential Tip line is (716) 847-2255
Locking doors, bringing an umbrella when rain is expected, wearing bicycle helmets, etc.

**Teacher:**
Focus on bicycle helmets.

“Can anyone tell me why we wear helmets when we ride our bikes?”

**Steer student responses toward:**
“We don't expect to fall, but if we do, we'll be protected. Then we don't have to worry. We can just ride our bikes and not even think about falling, because we have the situation covered. Being prepared is a ‘just in case’ measure that helps you to feel safe. Having a plan like this and practicing what to do in a lockdown drill means that we don't have to worry about these things and we can focus on having fun and learning at school.”

**Teacher:**
Here are the steps of what we do during a lockdown drill:

The acronym is PAL.

**P** is for **PAUSE:** First, pause and take a deep breath. Breathing helps your mind work.

**A** is for **ADULT:** Wherever you are on campus, find a trusted adult. If you are in the classroom, stay there and find your teacher or other adult in the room. If you are outside, look for the teacher or other adult closest to you to tell you what to do and where to go.

**L** is for **LISTEN:** Listen to the adult’s instructions. The adult will know what to do and will tell you. This is trickier than a fire drill because depending on where you are, you won’t always go to the same place each time. You will know what to do if you listen. Also during this time, the teachers will lock the doors to their classrooms. When everything is safe, the adult will tell you that everything is all clear and we can go back to our regular school day.

We are all here to keep you safe. Practice means we are prepared and can feel confident

**DEBRIEF**
It is also critical to debrief with younger students after all lockdown drills to provide further support. These discussions should be open-ended and encourage expression. Remember that as adults we need to validate all feelings and provide reassurance wherever possible.
Teacher:
“What was it like to do this lockdown drill?”

“What kinds of thoughts came to your mind during/after the drill?”

“What helped you know that you were safe?”

“What might help you feel safer next time?”

“What can people do to calm ourselves down if we do start to feel scared?”

**Self-Calming Techniques:**
Teach students how to calm themselves by focusing on their breathing [breathe in through nose, out through mouth].

Teach self-affirmation statements like “the door is locked and I’ll be safe” or “my teacher is here to protect me” and have students silently repeat these statements.

Teach distraction techniques like counting or looking around the room at reassuring objects.
DIRECTIONS: Below is a script to assist you in teaching your students about Lockdown concepts and drills. Carry out this lesson in the age appropriate manner in which you conduct all instruction for your students. You are the teacher for your students, however, if you need guidance or support in doing this, please feel free to contact your building administration or Student Support Team.

Remember that Lockdown Drills can be particularly problematic for students who have experienced trauma or are prone to anxiety. Our goal as a district is to manage Lockdown Drills in a way that minimizes student distress by having the drills become as automatic and routine as fire drills.

SCRIPT:
(Be prepared, scripts and discussions may vary by classroom depending on age level and student population).

Teacher:
“Today we are going to talk about safety. What are some of the things we do to keep you safe at school?”

Steer Student Responses Toward:
“Staff IDs, visitor sign-in and passes, fire drills, outside doors locked, etc.”

Teacher:
“Very good. So, let’s talk about how students should never open a door at school to let someone into the building. This is a hard one, because we are taught to be courteous and help others, but in school, all people who come to the building should go through the main office and check in. The rule is always ‘Safety First’ and today we are going to practice another way to keep you safe. We are going to talk about a Lockdown Drill. Does anyone know what we need to do during a lockdown drill?”

Steer Student Responses Toward
“Listen to adult, follow directions, voices off, pay attention”

Teacher:
Here are the steps of what we do during a lockdown drill: The acronym is PAL.

P is for PAUSE: First, pause and take a deep breath. Breathing helps your mind work.

A is for ADULT: Wherever you are on campus, find a trusted adult. If you are in the classroom, stay there and find your teacher or other adult in the room. If you
are outside, look for the teacher or other adult closest to you to tell you what to do and where to go.

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“What might help you feel safer next time?”

“What can people do to calm ourselves down if we do start to feel scared?”

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Teach students how to calm themselves by focusing on their breathing [breathe in through nose, out through mouth].

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Teach distraction techniques like counting or looking around the room at reassuring objects.
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Steer Student Responses Toward:
“Staff IDs, visitor sign-in and passes, fire drills, outside doors locked, etc.”

Teacher:
“Very good. So, let’s talk about how students should never open a door at school to let someone into the building. This is a hard one, because we are taught to be courteous and help others, but in school, all people who come to the building should go through the main office and check in. The rule is always ‘Safety First’ and today we are going to practice another way to keep you safe. We are going to talk about a Lockdown Drill. Does anyone know what we need to do during a lockdown drill?”

Steer Student Responses Toward
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It is also critical to debrief with students after all lockdown drills to provide further support. These discussions should be open-ended and encourage expression. Remember that as adults we need to validate all feelings and provide reassurance wherever possible.

Teacher:
“What was it like to do this lockdown drill?”

“What kinds of thoughts came to your mind during/after the drill?”

“What helped you know that you were safe?”

“What might help you feel safer next time?”

“What can people do to calm ourselves down if we do start to feel scared?”

Self-Calming Techniques:
Teach students how to calm themselves by focusing on their breathing [breathe in through nose, out through mouth].

Teach self-affirmation statements like “the door is locked and I’ll be safe” or “my teacher is here to protect me” and have students silently repeat these statements.

Teach distraction techniques like counting or looking around the room at reassuring objects.
Precautions for Wanderers:

1. Known wanderers (students who elope) must be formally recognized by conducting a Functional Behavioral Assessment (FBA) and completing a Behavior Intervention Plan (BIP) with parental consent. This may pertain to a student with a disability or a general education student.

2. Identification tags should be safely worn by established wanderers and noted on the BIP. Such tags should be standardized in appearance but distinct from ordinary name tags used by teachers, include minimal identification such as initials or ID number, and room number. First or full names should not be placed on the tag in the event the student wanders from the building and is approached by a stranger.

3. Certified building staff must be made aware of known wanderers by providing a roster that includes a photograph, full name, grade, and homeroom. Principals may use their discretion to determine if appropriate non-certified staff should be provided with the roster (cafeteria manager, engineer, etc.). The roster should not be posted publically.

4. In such classes where wanderers are in attendance, doors should be kept closed to the extent appropriate or possible.

5. Classrooms that include known wanderers must establish an alert system on the classroom door such as a bell or chimes. The purpose of this sound alert is to assist teachers in being aware of a wanderer’s movement should teachers be engaged with others.

Alert Procedure:

1. When a staff member becomes aware that a known wanderer is missing, they must immediately contact an administrator. This is also applicable to a student who may be initiating their first disappearance due to cognitive impairment or another, as yet, unrecognized condition consistent with the accompanying Policy and Regulation.

2. The school administrator must immediately issue an all-call building alert that, at a minimum, includes an announcement that
   a. (Fully Named) Student is unaccounted for and missing; and/or describes the child’s appearance (i.e., wearing a green shirt and brown pants);
   b. Names the classroom of origin;
   c. Directs all staff that are currently not supervising students to immediately search the building near their area.

The Police Confidential Tip line is (716) 847-2255
3. The school administrator will assign a staff member to begin a review of security camera video footage.

4. Without delay and upon belief that the student has vacated the school building, the school administrator will call 911 and provide full descriptive details of the student and the disappearance. No more than approximately 5 minutes from the time of the initial report should elapse before this call is made.

5. Without delay and upon belief that the student cannot be located, even though there is no confirmation that the child has left the building, the school administrator will call 911 and provide full descriptive details of the student and the disappearance. No more than approximately 5 minutes from the time of the initial report should elapse before this call is made.

6. A school administrator or appropriate designee will actively search the external school property and neighborhood while a school administrator or appropriate designee manages the internal building search.

7. The school administrator will contact district staff pursuant to emergency contact protocol established by the Office of School Leadership.

8. The school administrator will contact the parent and inform them that their child left their class location and has possibly left the school building. The parent will be informed that the police have been called and District procedures are being followed to search for the child. The school administrator will ask the parent to assist in any way possible (such as searching likely locations to which the student may have traveled).

9. Upon conclusion of the event, the school administrator will complete an incident summary (Incident Reporting Form, available in the OSL Document Library, section, Forms) and provide it to their immediate supervisor.
In the event that a school is closed due to an isolated emergency (power outage, water main break, gas leak, no heat, etc.), the Executive Director of Plant Services will notify the Associate Superintendent of School Leadership, who will notify the principal and work out the details for relocation to the alternate location (see Relocation Chart below). The Associate Superintendent of School Leadership will also notify the Superintendent, and the Special Assistant to the Superintendent.

The entire faculty (administrators and teachers) and staff (teacher aides, teacher assistants, and clerical staff) must report to their assigned alternate location. While the media may state, “All staff report,” or “All faculty report,” or “All faculty and staff report,” principals must make it clear that administrators, teachers, teacher aides, teacher assistants, and clerical staff must report to the alternate location, regardless of what is reported in the media. The principal is not responsible for the engineering staff or cafeteria staff in the event of the faculty and staff being relocated to an alternate site. Principals are required to have an emergency professional development plan ready to be used in the alternate location with all faculty and staff.

Alternate locations for school relocation will not be included with this document.
In the event that a school must close due to an isolated emergency (power outage, water main break, gas leak, no heat, etc.), the Executive Director of Plant Services will notify the Associate Superintendent of School Leadership, who will notify the principal and work out the details for relocation to the alternate location (see Evacuation Chart, not included with this public document). The Associate Superintendent of School Leadership will also notify the Superintendent, and the Special Assistant to the Superintendent.

The following protocol is in place and must be followed in all cases of serious incident. This includes, but is not limited to, missing children, serious injuries to students or staff, bomb threats, social media threats to do harm, presence of firearms, water main breaks, gas leaks, power failures, fires or anything that warrants a “911” call or call for police assistance.

In the situation where a serious incident should occur, take whatever measures are necessary to provide immediate resolution to all safety and security concerns.

School Administrators must contact Fred Wagstaff (716) 818-5995 (Elena Cala (716) 254-1250 if Fred Wagstaff is not available) to alert Central Office regarding the emergency/critical situation/incident (see page 3 for contact information). Mr. Wagstaff or Ms. Cala will contact the appropriate individuals.

Ms. Cala and the appropriate ASL will work with the principal and/or assistant principal to discuss and plan the communication response with parents and the school community. Be sure to report the details of your investigation as it progresses to your ASL.

Following resolution of the incident, a written summary of the incident (Incident Reporting Form, available in the OSL Document Library, section, Forms) must be submitted to the appropriate ASL. We must be transparent when dealing with all serious school incidents.
• **Sharon M. Belton-Cottman**  
  *Ferry District Representative & President*

• **Jennifer L. Mecozzi**  
  *West District Representative & Vice President Executive Affairs*

• **Dr. Ann Rivera**  
  *Member-at-Large & Vice President Student Achievement*

• **Dr. Kathy Evans-Brown**  
  *East District Representative*

• **Terrance Heard**  
  *Member-at-Large*

• **Hope R. Jay**  
  *North District Representative*

• **Louis Petrucci**  
  *Park District Representative*

• **Lawrence Scott**  
  *Member-at-Large*

• **Paulette Woods**  
  *Central District Representative*

• **Danny Dac Minh Tran**  
  *Student Representative*