



VICTORY EDUCATION
— AT OLV HUMAN SERVICES —

District-Wide Emergency Response Plan

2025-2026 School Year

Updated: August 2025

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SECTION 1: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

1a. Purpose of Plan

Districts are required to develop district-wide school safety and emergency management plans designed to prevent, manage, and minimize the effects of serious incidents and emergencies. These plans also facilitate the coordination of the District with local and county plans and resources when incidents and emergencies occur. The district-wide plan is responsive to the needs of all schools in the District and is consistent with the more detailed school emergency plans required at the building level. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (S.A.V.E.) law. Project S.A.V.E. is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in schools.

The purpose of the OLV Human Services Education Division Emergency Operations Plan (OLVHS EDU EOP) is to identify and respond to incidents by outlining the roles and responsibilities of OLVHS EDU employees. Assigned responsibilities during a crisis empower employees to protect the lives of their students, their colleagues and themselves. The assignment of duties during a crisis will also eliminate confusion thus lessening stress and improving response outcomes. Assigned roles and responsibilities will also allow for a more directed trauma informed approach to response, mitigation and recovery during a crisis.

The guidelines and procedures for responding to school-based incidents are defined within the OLVHS EDU EOP. This plan, as well as the functional and hazard specific appendices outline an organized, systematic and federally compliant approach to preventing, mitigating, preparing for, responding to and recovering from an incident. OLVHS EDU faculty and staff have been trained in assessing the seriousness of incidents and responding according to the guidelines set forth in the OLVHS EDU EOP. Similarly additional stakeholders, students and parents are trained to prepare and respond appropriately to incidents when they occur, providing assurances that everyone involved in an incident can confidently respond.

Lastly, developing, maintaining, training and exercising the OLVHS EDU EOP will increase legal protections from liability.

1b. Identification of School Teams

The District-wide Safety and Emergency Management Plan was developed pursuant to Commissioner's Regulation 155.17(b)(13). At the direction of the Board of Education and under the direction of the Superintendent, a District-wide Safety Team will be utilized for emergency development and review within the District. The Safety Team shall include, but is not limited to, representatives of the Board of Education, teacher, administrator, and parent organizations, school

safety personnel and other school personnel as deemed necessary. At the discretion of the Superintendent, a student may be allowed to participate on the safety team, however, no portion of a confidential building-level emergency response plan shall be shared with such student nor shall such student be present where details of a confidential building-level emergency response plan or confidential portions of a district-wide emergency response strategy are discussed. The duties of the team shall include the development, review, and update of the District-wide Safety and Emergency Management Plan in compliance with Commissioner of Education Regulation 155.17.

1c. Concept of Operations

This plan is based upon the concept that the incident management functions that must be performed by the OLVHS Education Division schools generally mirror some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

1d. Plan Review

The OLVHS School Administration Team is responsible for the overall maintenance and revision of the OLVHS EOP. The Exercise Planning Team is responsible for coordinating training and exercising the OLVHS EOP. Both teams are expected to work closely together to make recommendations for revising and enhancing the plan. The Board of Directors and the superintendent are responsible for approving and promulgating this plan. Community fire, law enforcement, and emergency managers' approval and suggestions will also be considered.

- A. Record of Changes: Copies of plans and annexes will be distributed to those tasked in this document. The record of distribution will be kept as proof that tasked individuals and organizations have acknowledged their receipt, review, and/or acceptance of the plan. The OLVHS School Administration Team will indicate the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery, and the number of copies delivered. Copies of the plan may be made available to the public and media without the sensitive information at the discretion of the Board of Directors and OLVHS School Administration.
- B. Plan Review and Updates: The basic plan and its annexes will be reviewed annually by the The OLVHS School Administration Team, The Facilities Management Team, emergency management agencies, and others deemed appropriate by school administration. The administrator tasked with emergency management oversight will establish a schedule for annual review of planning documents.

The oLVHS Schools EOP will be updated based upon deficiencies identified during incident management activities and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.

C. Training and Exercising the Plan

OLVHS Education Division understands the importance of training, drills, and exercises in maintaining and planning for an incident. To ensure that agency personnel and community first responders are aware of their duties and responsibilities under the OLVHS emergency plan and the most current procedures, the following training, drill, and exercise actions will occur. The Exercise Planning Team will coordinate training and exercising efforts in accordance with the Homeland Security Exercise and Evaluation requirements.

Basic training and refresher training sessions will be conducted during the first inservice day of the school year for all school personnel in coordination with local fire, law enforcement, and facility managers.

- The District-wide Safety and Emergency Management Plan shall be monitored and maintained by the District Safety Team and reviewed annually on or before September 1st of each year. A copy of the plan will be available at the District office and on the District website.
- Building-level Emergency Response Plans shall be confidential and not subject to disclosure under Article 6 of the Public Officers Law or any other provision of law in accordance with Education Law Section 2801-a.

SECTION 2: RISK REDUCTION/PREVENTION AND INTERVENTION

2a. Prevention and Intervention Strategies

Program Initiatives

Each of the schools within OLV Human Services provides a wealth of school safety-related initiatives. These programs include peer mediation, bullying prevention, conflict resolution, social skills development, anger management and components of character education. Students are involved in a wide variety of safety activities through both their classes as well as through work with guidance counselors, social workers, behavior support specialists, and a Restorative Practices coach. All staff members are trained in recognizing and effectively dealing with student behaviors,

as outlined in the Code of Conduct which is disseminated to all stakeholders at the beginning of each school year.

Risking Connections, an evidence-based, trauma informed care model that focuses on safety, collaboration, empowerment and connection is at the forefront of positive interactions, and all staff members are trained and certified in this program as part of their onboarding process. In addition, all school staff members are trained in one or a combination of Therapeutic Crisis Intervention and/or Ukeru, both of which create a trauma-sensitive environment where children and adults are safe and feel safe. These programs teach strategies to proactively prevent and/or de-escalate potential crisis situations with children. In addition, each school has a wide range of youth-focused programs that impact school safety. Programs include a variety of clubs, small groups, lessons and counseling sessions focused on Social-Emotional Learning (SEL), school-wide meetings, morning check-in's, assemblies, yoga and movement breaks, and mindfulness spaces. In particular, the Differentiated Discipline Ladder used in School Age programs includes an intentional re-entry circle that works to repair harm after wrongdoing, and bringing together individuals impacted by an issue in a dialogue and repair harm after wrongdoing by achieving a common understanding.

The school programs at OLV Human Services follow NYSED regulations related to the Dignity for All Students (DASA) Act, which include strategies and procedures to put an end to harassment, bullying and discrimination and provide all students with a safe and nurturing school environment. In particular, all employees must orally report any DASA incident within one school day to administration or the DASA coordinator for the building. All employees must write a written report of any DASA incident within two school days to administration or the DASA coordinator for the building.

Mentor programs are available for Victory Education school age students which involves a trained mentor who serves as a caring adult role model that invests their time to support the students emotional, social, academic needs and overall wellness development.

Trainings, Drills and Exercises

Training, Drills and Exercises

OLVHS EDU understands the importance of training, drills, and exercises in maintaining and planning for an incident. To ensure that agency personnel and community first responders are aware of their duties and responsibilities under the OLVHS emergency plan and the most current procedures, the following training, drill, and exercise actions will occur. The Exercise Planning Team will coordinate training and exercising efforts in accordance with the Homeland Security Exercise and Evaluation requirements, New York State Education Department, Office of Mental Health and the New York State Office of Child and Family Services.

Basic training and refresher training sessions will be conducted during inservice days in the beginning of the school year for all school personnel in coordination with local fire, law enforcement, and facility managers.

Mandatory OLVHS EOP training may include:

- Hazard and incident awareness training for all staff.
- Fire Safety and Emergency Preparedness (Dayforce Learning)
- Orientation to the School EOP.
- First aid and CPR for all identified staff.
- Team training to address specific incident response or recovery activities, such as Parent-Student Reunification, Special Needs, and Relocation.
- Required online FEMA courses: ICS 100 and IS-700. Both courses are available for free at FEMA's Emergency Management Institute Website.

Additional training will include:

- Drills - a coordinated and supervised activity to test a specific operation or function
- Tabletop - test the ability to implement the EOP by simulating an incident
- Functional exercises - uses a real-time simulated incident with role playing
- Full Scale Exercise - simulates a full-scale disaster using all of the above

Drills will be conducted at least once per semester. Exercises will occur at least once per school year. The details of training are outlined in the Training and Exercise Plan. Records of the training provided including date(s), type of training, and participant roster will be maintained.

Implementation of School Security

Safety Response:

School staff is trained to be vigilant pertaining to threats against students and staff (i.e. bullying, violent behavior, etc.). OLV Human Services Education Division continues to promote a culture of respect for the students and staff through the Dignity for All Students Act (DASA).

Security Devices:

- All employees are required to wear photo ID badges at all times while on the job. Photo ID badges also serve as swipe cards that give employees access to doors which remain locked at all times throughout the perimeter of the building.
- All employees are required to carry a radio at all times while on the job. Access to radio communications serves to help notified and be notified of any potential hazards within the school building or on school grounds.
- All visitors who enter a school building are required to register and sign in and out at the main security desk of the building.

- Video surveillance cameras are in place at main entrances to school buildings and throughout each building. School administrators have access to such videos, which are recorded and in the event that an incident occurs, videos can be reviewed if necessary.
- An alarm system with motion detectors is in place in all school buildings and throughout each building. When the system is armed, if there is unauthorized entry to a building, a 24-hour security company is notified automatically by the alarm, and district security or administrative personnel are contacted immediately for follow-up. The local police department is also contacted at the same time and a police unit is dispatched.
- All school buildings, during regular school hours, limit access into the building to one door at the main entrance, with all other remaining doors locked. A buzzer system is in place at each main entrance for visitors.
- The district has fully implemented employee fingerprinting, a process required by SAVE legislation as of July 1, 2001, which is a valuable security-screening tool.
- Signage directing visitors, employees, etc., in proper conduct, direction, safety, emergency access, etc., is very visible on district grounds, both outside and inside of 6 district buildings. The signs in place are an important component of the overall safety and security system for the district.

Vital Educational Agency Information

Each Building-Level Safety Plan will include the following information:

- Location of Student roster
- Location of Staff roster
- Transportation needs
- Business and home telephone numbers of key officials

The Building-Level School Safety Team will ensure that this information is accurate and will be updated routinely.

2b. Early Detection of Potentially Violent Behavior

OLVHS Education Division has various measures in place to aid in the early detection of potentially violent behavior from students:

1. All staff members are trained in Risking Connections, which uses a trauma-informed framework which includes specific techniques to help clients navigate safe behaviors. It maintains that crises can be managed and eventually reduced through the development of feeling skills and RICH relationships (Respect, Information Sharing, Connection and Hope).
2. All staff members that have direct contact working with clients are trained in one or more of the following program models: Therapeutic Crisis Intervention (TCI), Strategies for Crisis Intervention and Prevention Revised (SCIP-R) and/or Ukeru. These evidence-based

programs focus on the recognition of potentially violent behavior and the attempted de-escalation of this behavior.

3. School social workers are employed at all sites and are professionally trained to note any signs of potentially violent behavior from students.
4. A DASA Coordinator is assigned to each school-age site to assist in creating a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function.
5. Numerous articles on violence prevention are circulated among staff during the school year. The topics of violence prevention are discussed with staff in various meetings and workshops throughout the year. Safety is an agenda topic at each monthly building faculty meeting.

Paying attention to early warning signs can help prevent or minimize violence to self and others. Certain emotional and behavioral signs, when viewed in context, can signal a troubled student. Teachers are trained to recognize the signs that can be used to signal a student who may need help. The more signs a student exhibits the more likely it is that he or she may need intervention. Early warning signs include, but not limited to:

- Depressed mood or chronic crying
- Decline in school performance
- Verbal expressions about one's own death
- Giving away important personal possessions
- Use of alcohol or drugs
- Sudden lifting of severe depression
- Recent withdrawal from therapy or psychological counseling
- Purchase of knives, guns, or ropes
- Verbal or written communications which appear to be saying "good-bye"
- Feelings of guilt
- Violent, aggressive behavior
- Exaggerated mood swings
- Running away
- Talking about revenge or getting even with parents
- Confusion and despair resulting from sudden death or suicide of a peer
- Any sudden obvious changes in behavior
- Eating disorders – changes in eating habits
- Sleeping disorders – insomnia or excessive sleeping
- Low energy level, constant fatigue
- Decreased productivity or effectiveness
- Pessimism about the future or brooding about the past
- Loss of interest in formerly pleasurable activity
- Inability to show pleasure
- Reactions that seem inappropriate to the situation
- Statements of inadequacy or low self-esteem

- Social withdrawal – pulls away from friends
- Irritability or excessive anger (which may be directed towards parents, caretakers, or siblings), rebelliousness, and belligerence
- Neglect of personal appearance
- Physical complaints
- Preoccupation with illness, death, or catastrophic events
- Decreased attention, concentration, or ability to think clearly

If a teacher or administrator feels help for a student is warranted, it will be discussed with appropriate school personnel to determine the next step.

The Chief Officer, Educational Services will set specific times for the building principals to organize activities of particular concern as needed.

2c. Hazard Identification

The OLVHS Schools are exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties and damaging or destroying public and private property.

During the 2016-17 school year OLVHS administration and outside consultants conducted a hazard analysis to identify any circumstances in or around the school buildings that may present unique problems or potential risks to people or property. The interior and exterior of all school buildings and grounds have been identified as sites for potential hazards that may affect the school building, grounds and community. In addition, students attend worksites throughout the community, which are evaluated for potential hazards and risks on an ongoing basis, and communicated with staff as needed.

Additionally each year buildings and property are re-assessed for hazards and vulnerabilities, with the most recent assessment occurring in September 2024 by qualified school personnel.

Table 1 describes OLVHS Education Division's high priority hazards including flood, severe storm, fire, chemical, intruder, child abduction and terrorism.

Table 1. High Priority Hazards

Flood	Flooding is a natural feature of the topography of South Buffalo, NY. Flooding can predominate through the late winter and spring due to melting snow, rainy weather and rising creek waters. OLV Early Childhood Program and Baker Academy is located near the Cazenovia Creek. The creek traditionally floods yearly due to melting snow and ice and increased spring rainfall.
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	Flooding could threaten the safety of students and staff when flood waters overwhelm school buildings or grounds. Flooding may occur if a water pipe breaks, there is prolonged rainfall or rising creek waters.
Severe Storm	Buffalo and Lackawanna and its surrounding areas are vulnerable to local severe weather. The effects are generally transportation problems and loss of utilities and can vary with the intensity of the storm. During common winter storms, high snowfall and wind resulted in large snow accumulations exacerbated by ice build ups causing damage to campus buildings and grounds.
Fire	Fire hazards are the most prevalent type of hazards. Each school year school and fire department personnel teach and reiterate the importance of fire preparedness and prevention efforts.
Chemical	Hazardous chemicals are used for a variety of purposes and are regularly transported through many areas in and around Buffalo and Lackawanna.
Intruder	While a hostile intruder incident has never occurred in the OLVHS schools, OLVHS EDU, like any school system, is vulnerable to intruders.
Terrorism	OLVHS EDU Schools, like other public institutions, are vulnerable to terrorist activity. Baker Hall School is located directly adjacent to Our Lady of Victory National Shrine and Basilica which receives national attention and is visited by more than 40,000 religious pilgrims and visitors each year. Being a religious shrine makes it a controversial destination vulnerable to terrorism.
Child Abduction	While a child abduction incident has never occurred in the OLVHS EDU Schools, OLVHS EDU, like any school system, is vulnerable to child abductions by non-custodial parents or strangers. Each school year school and police department personnel teach and reiterate the importance of personal safety preparedness and prevention efforts to students and staff.
Hate Crimes	The students that we support at OLVHS EDU are from a variety of backgrounds. All of our students have a disability. Our student population is racially diverse and some are recent immigrants to the United States. There are also a large number of our students who are part of the LGBTQ+ community. All factors that make our population vulnerable to hate crimes.

Each school will identify and locate areas of potential emergencies in and around its building. The Director of Facilities and building custodians will locate these sites.

1. These sites are to include electrical, gas, heating, ventilation, water supply and sewage systems locations and shut-off valves. Local fire department personnel have and will continue to participate in these efforts.

2. These sites of potential emergencies will be listed in each Building-level Emergency Response Plan supplied to police, fire, emergency management services, and District personnel.
3. Potentially dangerous sites indicated below that are contained within school property and under the jurisdiction of the school district, will be checked regularly and inspected by building safety personnel on a regular schedule, at least annually. They include but are not limited to:
 - Electrical panels/shut-offs
 - Gas lines/shut-off
 - Gas appliances
 - Heating plant
 - Sewage system
 - Structural failure
 - HVAC
 - Water supply/shut-off
 - Chemical storage and cleaning supplies
 - Paper supply storage
 - Industrial arts room
 - Science rooms and labs
 - Isolated areas near the school
 - Nearby aqueduct, streams, ponds, rivers (flooding)
 - Steep areas near school
 - Unprotected exterior gas/electric, air conditioning supplies or equipment
 - Playground equipment
 - Welding/hot work area
 - Indoor vehicle transportation areas
 - Compressed gas storage areas
 - Areas of student congregation
 - Student/teacher/administrator conference area
 - Athletic fields
 - Playground areas

SECTION 3: RESPONSE

3a. Notification and Activation (Internal and External Communications)

Communication is a critical part of incident management. This section outlines OLVHS Schools communication plans and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, responders, and media.

Communication Tools:

Some common internal and external communication tools that OLVHS Schools **may** use include the following:

- Standard telephone: OLVHS Schools has designated school telephones within the building for use during an incident. The goal is to keep other telephone lines free for communication with first responders and others.
- Cellular telephones: These phones may be the only tool working when electric service is out; they are useful to faculty/staff en route to or from a site.
- Intercom systems (overhead PA system): The intercom system includes teacher-initiated communication with the office using a handset rather than a wall-mounted speaker.
- Bullhorns and megaphones: A battery-powered bullhorn is part of the school's emergency to-go kit to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.
- Two-way radios: Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff are trained to understand how to operate the two-way radio.
- Computers: A wireless laptop computer may be used for communication both within the school and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area, and the vice president. The designated media relations spokesperson(s) will post information such as school evacuation, closure, or relocation on the home page of the school and OLVHS website.
- Fax machines: Possible uses include off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information release forms, and authorizations include the designated fax number.
- Alarm systems: Bells or buzzers are in place and sound in different ways to signal different types of incidents – for example, fire, lockdown, or special alert (with instructions to follow). All staff/faculty, support staff and students are trained on what the sounds and messages mean and how to respond to them.

- Whistles: Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance.

Internal Communications

Communication Between Staff/Faculty Members

Faculty and staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:

- Telephone Tree: A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at school. The tree originates with the principal, who contacts the members of the Incident Management Team. Team members then in turn will contact groups of staff (teachers, administrators, and support staff).
- Morning Faculty Meeting: As appropriate, updated information about the incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.
- End-of-Day Faculty Meeting: As appropriate, updated information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

Communication with Executive Offices

The Incident Commander will use the agency-wide OLVHS Radio Network to notify the principal of the school's status/needs. The principal will notify the Executive Office. He/she will designate staff member(s) to monitor all communications.

B. External Communications

Communicating with the larger school community begins before an incident occurs. In the event of an incident, parents, media, and first responders will require clear and concise messages from OLVHS Schools about the incident, what is being done about it, and the safety of the children and staff.

1. Communication with Parents

Before an incident occurs, OLVHS Schools will:

- Develop a relationship with parents so that they trust and know how to access alerts and incident information.
- Inform parents about the school's Emergency Operations Plan, its purpose, and its objectives. Information will be included in the school newsletter and distributed at Open House.
- Be prepared with translation services for non-English-speaking families and students with limited English proficiency

In the event of an incident, OLVHS Schools will:

- Disseminate information via text messages, radio announcements, and emails to inform parents about exactly what is known to have happened.
- Implement the plan to manage phone calls and parents who arrive at school.
- Describe how the school is handling the situation.
- Provide information regarding possible reactions of their children and ways to talk with them.
- Provide a phone number, Web site address, or recorded hotline where parents can receive updated incident information.
- Inform parents and students when and where school will resume.

2. Communication with Media

In the event of an incident, the Incident Commander will:

- Contact the Public Information Officer.
- Establish an off-campus briefing area for media representatives.
- Determine the need to establish or participate in a Joint Information Center.
- Coordinate messages with the principal, executives and Policy Group.

All OLVHS School employees are to refer all requests for information and questions to the designated media spokesperson or Joint Information Center (if established). Note: Templates for statements/press releases to the media, including standard procedures and protocols have been developed and are included in Appendix D.

Media contacts at the major television, Internet, and radio stations are maintained by the Chief Officer, Educational Services. In the case of an incident, these media contacts will broadcast OLVHS School's external communications plans, including the information hotline for parents and guardians.

3. Handling Rumors

In addressing rumors, the most effective strategy is to provide facts as soon as possible.

To combat rumors, OLVHS School will:

- Provide appropriate information to internal groups including administrators, teachers, students, maintenance and environmental service staff, clerical/office personnel,, instructional assistants,behavior support staff, food service personnel, and bus drivers. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.
- Hold a faculty/staff meeting before staff members are allowed to go home so that what is (and is not) known can be clearly communicated.
- Designate and brief personnel answering calls to help control misinformation.
- Conduct briefings for community representatives directly associated with the school.
- Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

After the immediate incident response period, OLVHS Schools will conduct public meetings as needed. These meeting are designed to provide the opportunity for people to ask questions and receive accurate information.

4. Communication with First Responders

The Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction. OLVHS Schools frequently exercises the OLVHS EDU EOP with first responders to practice effective coordination and transfer of command.

5. Communication After an Incident (Recovery Process)

After the safety and status of staff and students have been assured, and emergency conditions have abated following an incident, staff/faculty will assemble to support the restoration of the school's educational programs. Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.

The staff/faculty teams will:

- Conduct a comprehensive assessment of the physical and operational recovery needs.
- Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- Examine critical information technology assets and personnel resources, and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for State and Federal assistance.
- Provide detailed facilities data to the executive offices so that it can estimate temporary space reallocation needs and strategies.

- Arrange for ongoing status reports during the recovery activities to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment, and personnel issues or resources that will facilitate the resumption of classes.
- Educate school personnel, students, and parents on available crisis counseling services.

The school administration in conjunction with the appropriate executive offices will:

- Identify recordkeeping requirements and sources of financial aid for State and Federal disaster assistance.
- Establish absentee policies for teachers/students after an incident.
- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
- Develop alternative teaching methods for students unable to return immediately to classes: remote instruction, telegroup (related services and counseling), tutoring, etc.
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).
- Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

C. Communication Tools

Some common internal and external communication tools that OLVHS Schools may use include the following:

- Standard telephone: OLVHS Schools has designated school telephones within the building for use during an incident. The goal is to keep other telephone lines free for communication with first responders and others.
- Cellular telephones: These phones may be the only tool working when electric service is out; they are useful to faculty/staff en route to or from a site.
- Intercom systems (overhead PA system): The intercom system includes teacher-initiated communication with the office using a handset rather than a wall-mounted speaker.
- Bullhorns and megaphones: A battery-powered bullhorn is part of the school's emergency to-go kit to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.
- Two-way radios: Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff are trained to understand how to operate the two-way radio.
- Computers: A wireless laptop computer may be used for communication both within the school and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area, and the vice president. The designated media relations spokesperson(s) will post information such as school evacuation, closure, or relocation on the home page of the school and OLVHS website.

- Fax machines: Possible uses include off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information release forms, and authorizations include the designated fax number.
- Whistles: Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance.

3b. Situational Responses

The OLV Human Services Education Division has developed multi-hazard response plans. These guidelines are present in the Multi-Hazard Emergency Response Action Guidelines in each Building-level Emergency Response Plan. These emergencies addressed in the plan include, but are not limited to:

Active Shooter	Explosion	Natural Disaster/Weather Related
Acts of Violence	Hazardous Materials Spill	Bomb Threat
Kidnapping/Hostage	Loss of Utilities	Radiological

These guidelines are not open for public comment or review. Sharing such information could put people or facilities at risk.

In the event of an emergency, a Command Center will be set up at a safe location in collaboration with emergency responders. Each building has specific plans for dealing with a wide range of hazards. Specific response procedures are sensitive in nature and therefore are contained within each confidential building-level emergency response plan.

In each emergency, the building's administrator will contact the District office for assistance. The District office will provide support as appropriate and deemed necessary by the Incident Commander on the scene (i.e. sending additional mental health resources). The Superintendent or their designee will provide information to the Director of Communications and Marketing at OLV Charities, who will then be the sole contact person for releasing information to the media and for communicating the status of the emergency with other District schools, out-of-district schools, private schools, and outside agencies.

Multihazard Responses

Responses to Acts of Violence: Implied or Direct Threats

1. Students are required to inform school staff about any direct or indirect threat of violence or actual act of violence to themselves, others or school property.
2. Staff members are required to immediately inform the Principal or their designee of any direct or implied threat of violence or actual act of violence by students, teachers, or other

school personnel including bus drivers and monitors as well as visitors to the school, including threats by students against themselves, which shall include suicide. The Principal or their designee decides whether to utilize the building's trained clinician(s) in an effort to de-escalate or defuse the situation.

3. The district disseminates educational material, including but not limited to emails and formal brochure, encouraging parents and visitors to tell school staff about any direct or implied threat of violence or actual acts of violence by students, teachers, other school personnel and visitors to the school, including threats by students against themselves.
4. After considering the specificity/generality of the threat or severity of the violent act, the Principal or their designee will determine whether to immediately contact the Superintendent of Schools or the Assistant Superintendent to advise them of the threat, obtain assistance to determine the severity of the threat or report the violent act. The Principal will have the discretion to report minor incidents to the Superintendent verbally and/or in memorandum form after the situation has been resolved.
5. Each building has the availability of a Threat Assessment Team. This is a multi-disciplinary team that uses a nationally recognized evidence-based model to evaluate threats and implement the necessary mitigation steps to help prevent a threat from escalation to an act of violence.
6. The building administrator will investigate reported threats of violence and will make the determination of disciplinary measure consistent with the District's Code of Conduct.

Acts of Violence

1. The Principal or their designee will determine whether to contact law enforcement personnel. **Threats or actions placing students, staff and others in imminent danger require an immediate LOCKDOWN protocol followed by a call to the police and the District Superintendent (if safe to do so).** Violent offenses defined in the S.A.V.E. regulations will also require the involvement of the police.
2. The Principal, and/or their designee then determine the appropriateness of directing the Building-level Emergency Response Team to be activated.
3. The Building-level Emergency Response Team (BERT) consisting of trained staff and school personnel may assist with an Evacuation, Lockout, Shelter-in-Place, Hold-in-Place, or Early Dismissal and will follow the appropriate protocol (see appendices for further information). The Incident Command System (ICS) under the National Incident Management System (NIMS) should be followed as closely as possible to ensure good coordination between the building-level teams, District leadership, and responding agencies.
4. If the threat of violence or danger is imminent, a Lockdown may be utilized. A Lockdown is time sensitive and therefore may be requested by any school staff member based on the incident and timely need for the Lockdown. During the Lockdown, all school staff, students, and visitors (including all BERT members) are required to Lockdown in the nearest lockable space and await further instruction, or in some situations, evacuate the campus.

5. Procedures for contacting parents, guardians and persons in parental relation to students in the event of a violent incident or early dismissal are detailed in each building-level emergency plan. The use of the District's mass communication system is typically utilized.
6. Aggressively dangerous and violent students, staff or visitors shall be managed as outlined by the procedures detailed in the district Code of Conduct.
7. The building administrator will investigate reported threats of violence and will make the determination of disciplinary measure consistent with the District's Code of Conduct.
8. School administrators must keep records of serious threats and acts of violence and report them annually to the state.
9. Prompt contact with appropriate law enforcement officials is essential in the event of a violent incident. These relationships have been established by participation of local response officials on Building-Level Emergency Response Teams. These individuals and appropriate means of contact are documented in each Building-Level Emergency Response Plan.¹
10. The district has a zero-tolerance policy for weapons, in accordance with federal and state law and the District Code of Conduct, and utilizes our Restorative Practices model and philosophy to respond to other acts of school violence.

3c. Response Protocols

Written information on emergency response procedures is disseminated to parents, age-appropriate students and staff via email by October 1st annually. This non-sensitive information may also be found on the district website.

Emergency Closings

The Chief Officer, Educational Services is empowered to close the district schools, delay the opening, or to dismiss students early in the event of hazardous conditions, including weather, which threaten the safety of students.

In making the decision to close schools, either the Chief Officer, Educational Services or his/her designee shall consider many factors, including the following:

- 1) The availability of parent(s)/guardian(s) to receive the student at home in the event schools should be dismissed early.
- 2) The health and safety of students remaining in a school environment.
- 3) Weather conditions, both existing and predicted.
- 4) Driving and traffic conditions affecting public and private transportation facilities.
- 5) Continuance or discontinuance of the operations of business, commercial and professional people in the area.

¹ 155.17(c)(1)(iv) policies and procedures for contacting the appropriate law enforcement officials in the event of a violent incident;

Facts will be assembled from the appropriate agencies and organizations before any decisions are made. For example, the Highway Department, Police Department, Weather Bureau, transportation companies and other governmental agencies, as needed, will be called.

Following the decision, communications will begin for the total notification of the students and staff. Either the superintendent or his/her designee shall notify the public media. Employees should listen to broadcasts beginning at 6:00 o'clock a.m. Any employee who is doubtful about reporting should contact his/her immediate supervisor.

School Cancellation

- The Chief Officer, Educational Services or their designee will monitor any situation that may warrant a school cancellation and will make the determination to do so.
- The building Principal will activate use of the school's communication system.
- The Chief Officer, Educational Services will contact local media and post the information on the website.

Early Dismissal

- The Chief Officer, Educational Services or their designee will monitor any situation that may warrant an early dismissal and will make the determination to do so.
- The building principals will designate people to arrange transportation for students.
- The building Principals will activate use of the District's mass communication system.
- The Chief Officer, Educational Services will contact local media and post the information on the website.
- Schools will be dismissed with dismissal time arranged to parallel the arrival of buses. No staff member may leave his/her assignment until all students have left the building (unless authorized to do so by the Principal).

Evacuation

- Principal(s) or their designee will determine the level of the threat.
- Principal(s) or their designee will contact the transportation supervisor to arrange transportation. They will also arrange for student-parent reunification.
- Principal(s) will evacuate all staff and students to prearranged evacuation sites as outlined in building plans. They will report to the superintendent or their designee any missing staff or students.

Sheltering Sites

- The Superintendent or their designee will determine the level of the threat and communicate with building principal(s) who are affected by the emergency.
- Principal(s) will move all staff and students to pre-arranged sheltering sites as outlined in building plans. They will report any missing staff or students.
- The Logistics Chief will make appropriate arrangements for human needs in the event of a long-term situation.

Parent Notifications

Principals have the responsibility to urge parents/guardians to make plans for the emergency supervision of their children should an all-day closing, a delayed opening, or an early closing of school be necessary.

Radio announcements or telephone trees may be used to notify staff members. In the event it becomes necessary to brief parents/guardians regarding incidents, which could include violent actions, notification centers will be established. The intent of the centers will be to discuss current information.

Protocols for Responding to Bomb Threats, Hostage Taking, Intruders, Abduction and Other Emergency Situations

The District has procedures and provides training for emergencies. Specific response steps are confidential and contained within each Building-level Emergency Response Plan. Emergencies include but are not limited to the following situations.

- Abduction
- Armed Intruders / Active Shooters
- Bomb Threats
- Cyber Security Annex
- Early or Alternate Emergency Dismissal
- Explosions
- Fires
- Hazardous Material Incident
- Homeland Security Threats
- Hostage Situations
- Infectious Disease
- Severe Weather
- Student-Made Threats
- Suicidal Students
- Suspicious Package Protocol
- Suspicious Persons

3d. District Resources Available for Use in an Emergency

District resources are available in each building and stored in a central location. Each building will designate a Command Post. The list, which is not meant to be inclusive, requires the following items:

- Copy of District-Wide School Safety Plan
- Building-level Emergency Plan

- Quick reference Emergency Management Procedures
- List of emergency telephone numbers
- Building floor plans
- Telephones
- Radio communications
- Weather radio
- Flashlights
- Photocopier
- Computer
- Student rosters
- List of individuals with special needs and specific evacuation plans
- Telephone numbers for parents/guardians Information about emergency needs (e.g. students/staff that require medications, vehicular transportation issues, etc.)
- School and staff census information

3e. Emergency Remote Instruction

The District may offer remote learning days to students in the event-of-an-emergency condition, including, but not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of a school building, or a communicable disease outbreak.

When making decisions about remote instruction, the District will consult with students, parents, teachers, administrators, community members, and other stakeholders as appropriate. When implementing remote instruction, the District will ensure that it is complying with applicable teaching and learning requirements.

Definitions:

- "Asynchronous instruction" means instruction where students engage in learning without the direct presence (remote or in-person) of a teacher.
- "Non-digital and/or audio-based instruction" means instruction accessed synchronously and/or asynchronously through paper-based materials where the student to teacher interaction occurs via telephone or other audio platforms.
- "Remote instruction" means instruction provided by an appropriately certified teacher who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher.
- "Synchronous instruction" means instruction where students engage in learning in the direct presence (remote or in-person) of a teacher in real time.

Remote instruction may be delivered through a variety of formats and methods. Determinations about how to best deliver remote instruction will take into account a variety of factors including, but not limited to, the number of students involved, the subject matter, the students' grade levels, and technological resources of both the District and students. Consideration will also be given to whether

accommodations need to be made for students with disabilities or English language learners. Each school's Building-level Emergency Response Plan will contain this confidential information in the Continuity of Instruction Plan (COIP) section.

Minimum Instructional Hours:

Remote instruction provided on days when the District would have otherwise closed due to an emergency condition may be counted toward the annual hourly requirement for the purpose of state aid. The Superintendent will certify to the New York State Education Department, on a form prescribed by the Commissioner, that an emergency condition existed on a previously scheduled school day and that the District was in session and provided remote instruction on that day and indicate how many instructional hours were provided on that day and certify that remote instruction was provided in accordance with the District's emergency remote instruction plan.

SECTION IV: COMMUNICATION WITH OTHERS

4a. Obtaining Assistance During Emergencies

1. The district continues to work closely with local police, fire, EMS, and governmental agencies to obtain assistance during emergencies. Representatives helped in the development of this plan, have assisted in emergency drills, and provided technical assistance. Providers have given approval to the district to rely on local personnel, resources, and facilities in emergency situations.
2. The district maintains an updated list of local, county, and state agencies and personnel to contact to obtain assistance. The superintendent or their building-level designee will initiate the contact when needed.

4b. Obtaining Assistance from Government Officials

1. The district maintains an updated list of local and county emergency organizations, agencies, and government officials responsible for implementation of Article 2-B of the Executive Law. The superintendent and their designee will initiate the contact when needed.
2. The key officials in local government that can help to develop plans and assist in emergency situations as listed in emergency situations are listed in Appendix 4. Key government agencies are listed below:
 1. City of Lackawanna Police Department
 2. City of Buffalo Police Department
 3. City of Lackawanna Fire Department
 4. City of Buffalo Fire Department
 5. New York State Police
 6. Erie County OEM
 7. Erie County Sheriff's Department

4c. Contacting Parents and Guardians

In the event of violent incidents or crises, or an early dismissal of students, every effort will be made to notify parents. As soon as practical, the Superintendent or their building-level designee shall activate the emergency notification system that will provide relevant information. Parental notification procedures for a student involved in disciplinary situations shall be consistent with the Code of Conduct and New York State law, and shall be presented clearly and concisely to staff and students each year.

When a student is involved in any violent situation, or an implied or direct threat of violence by such student against themselves, parent or guardian shall be contacted as soon as practicable. Administration shall utilize school mental health resources when necessary.

It is the responsibility of all parents and guardians to ensure that emergency contact information for students is always up-to-date and complete.

If district-wide communication needs to be implemented, the district will use the school-specific communication system, district website, and social media.

SECTION V: RECOVERY

5a. District Support for Buildings

When the Chief Emergency Officer is notified that an emergency exists, he/she will respond accordingly.

Members of the District Safety Team will assist as needed either at their respective Building Command Posts or by responding where directed by the Incident Commander(s). The District Safety Team will assign such other personnel as deemed necessary to meet the needs of the situation.

The District Safety Team members will remain at their assigned posts until the Incident Commander(s) has determined that the emergency is over, or it is unsafe, or no longer necessary to remain, or need to relocate.

Should the incident involve a single building, at the discretion of the District Safety Team leader in consultation with that building's administrators and Building Emergency Response Team (BERT), other school buildings may be called to support the Building Emergency Response Team in that building.

Should the incident involve multiple buildings, at the discretion of the District Safety Team leader, in consultation with building administrators, additional mental health support from the County Crisis

Team and local area hospitals may be solicited to support the Emergency Response Teams in the affected building(s).

In any case, a “debriefing”, or post-incident analysis, will be facilitated by the District Safety Team. This process will include a review of the actual incident, the Team’s response to the incident, and post-traumatic incident debriefing.

District clinicians (or, mental health professionals from outside agencies if they have been involved) will provide ongoing as-needed support to the Team members, and will monitor post-traumatic stress symptoms in team members. As appropriate, team members may be provided with a referral to EAP and/or with information regarding private mental health providers in the area.

Principal(s) are expected to consult with the District Public Information Officer in composing letters to parents following any emergency. The District’s Public Information Officer will assist in sending mass communication messages to affected groups. The District’s Liaison Officer will communicate with outside agencies, such as the County Health Department, to provide necessary services following any emergency.

5b. Disaster Mental Health Services

The Chief Officer, Educational Services will communicate with outside agencies, such as the County Health Department, to provide necessary mental health services following any emergency. District mental health providers may be temporarily reassigned to assist in the recovery process.

Appendix 1: Listing of Buildings Covered by the District-Wide Plan

Administration Building

790 Ridge Rd
Lackawanna, NY 14218
Phone: 716-828-9532

Victory Education at St. John's Parkside Early Childhood Program And Victory Academy

51 St. John's Parkside
Buffalo, NY 14210
Phone: 716-828-9560

Victory Early Childhood at Monarch

1025 Ridge Rd
Lackawanna, NY 14218
Phone: 716-825-8644

Victory Academy at Ridge

777 Ridge Rd
Lackawanna, NY 14218
Phone: 716-828-9737

Victory Learning Centers at 650 Ridge

650 Ridge Rd
Lackawanna, NY 14218
Phone: 716-828-7955

Victory Learning Centers at 125 Martin Rd.

125 Martin Rd
Lackawanna, NY 14218
Phone: 716-828-7701

Appendix 2: Building Level Emergency Response Plan

Due to the sensitive safety and security information contained in each Building-level Emergency Response Plan, these plans are confidential and not available for public dissemination. Copies of plans are maintained at each school building and the District office.

Appendix 3: Duties of District-Wide Incident Command Operations / Staff

This section establishes the operational organization that will be relied on to manage the incident and includes:

- A list of the kinds of tasks to be performed by position and organization.
- An overview of who does what.

The school administrators are not able to manage all the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or critical incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs. School staff may be required to remain at school to assist in an incident. In the event that this School EOP is activated, staff will be assigned to serve within the Incident Command System based on their expertise and training and the needs of the incident.

Person	Responsibilities Include
Principal/ Building Administrator	The principal will serve as the Incident Commander or delegate that authority to a qualified individual. At all times, the principal still retains the overall responsibility for the overall safety of students and staff. However, delegating the authority to manage the incident allows the principal to focus on policy-level activities and interfacing with other agencies and parents. The principal shall coordinate between the Chief Officer's office and the Incident Commander.
Incident Commander	• Assume overall direction of all incident management procedures based on actions and procedures outlined in this EOP. • Take steps deemed necessary to ensure the safety of students, staff, and other individuals. Determine whether to implement incident management protocols (e.g., Evacuation, Reverse Evacuation, Shelter in Place, Lockdown, etc.), as described more fully in the functional annexes in this document. • Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster. • Work with emergency services personnel. (Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.) • Keep the principal and other officials informed of the situation.

Victory Academy and Victory Learning Centers: Teachers, Education Aides, Teaching Assistants and Behavior Health Specialists, Related Service Providers Victory Early Education: Teachers, Teacher Aides, Teacher Assistants, Related Service Providers	Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise. Responsibilities include: • Supervise students under their charge. • Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols. • Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures. • Give appropriate action command during an incident. • Take attendance when class relocates to an outside or inside assembly area or evacuates to another location. • Report missing students to the Incident Commander or designee. • Execute assignments as directed by the Incident Commander or supervisor. • Obtain first aid services for injured students from the school nurse or person trained in first aid. • Arrange for first aid for those unable to be moved. • Render first aid if necessary. Select school staff will be trained and certified in first aid and CPR.
School Nurse	• Administer first aid or emergency treatment as needed. • Supervise administration of first aid by those trained to provide it. • Organize first aid and medical supplies and student medications as needed.
Maintenance/Environmental Services Personnel	• Survey and report building damage to the Incident Commander or Operations Section Chief. • Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines. • Provide damage control as needed. • Assist in the conservation, use, and disbursement of supplies and equipment. • Keep Incident Commander or designee informed of the condition of school.
Office/Clerical Staff	• Answer phones and assist in receiving and providing consistent information to callers. • Provide for the safety of essential school records and documents. • Execute assignments as directed by the Incident Commander or ICS supervisor. • Provide assistance to the principal and Policy/Coordination Group.

	• Monitor radio emergency broadcasts. • Assist with health incidents as needed, acting as messengers, etc.
Food Service Personnel	• Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident. • Execute assignments as directed by the Incident Commander or ICS supervisor.
Bus Drivers	• Supervise the care of students if disaster occurs while students are in the bus. • Transfer students to new locations when directed. • Execute assignments as directed by the Incident Commander or ICS supervisor. • Transport individuals in need of medical attention.
Students	• Cooperate during emergency drills and exercises, and during an incident. • Learn to be responsible for themselves and others in an incident. • Understand the importance of not being a bystander by reporting situations of concern. • Develop an awareness of natural, technological, and human-caused hazards and associated prevention, preparedness, and mitigation measures. • Take an active part in school incident response/recovery activities, as age appropriate.
Parents/ Guardians	• Encourage and support school safety, violence prevention, and incident preparedness programs within the school. • Participate in volunteer service projects for promoting school incident preparedness. • Provide the school with requested information concerning the incident, early and late dismissals, and other related release information. • Practice incident management preparedness in the home to reinforce school training and ensure family safety. • Understanding their roles during a school emergency.

In the event of an incident, the Incident Commander will:

- Contact the Public Information Officer.
- Establish an off-campus briefing area for media representatives.
- Determine the need to establish or participate in a Joint Information Center.
- Coordinate messages with the principal, executives and Policy Group.

All OLVHS School employees are to refer all requests for information and questions to the designated media spokesperson (John Pitts, Director of Communications and Marketing, jpitts@olvcharities.org, 716-903-5576).

Media contacts at the major television, Internet, and radio stations are maintained by the Chief Officer, Educational Services. In the case of an incident, these media contacts will broadcast OLVHS School's external communications plans, including the information hotline for parents and guardians.

Appendix 5: Memoranda of Understanding

Any applicable Memoranda of Understanding relevant to implementation of the District-wide and Building-level Emergency Response Plans are on file in the district office.

Appendix 6: District Resources – Contact Information

TITLE	NAME	OFFICE PHONE
Chief Executive Officer	Cindy Lee	716-828-9515
Chief Officer, Victory Educational Services	Stephanie Guadagna	716-828-9512
Chief Facilities Officer	Karen Ralph-Langdon	716-828-9489
Assistant Director of Building Safety	John Rummage	716-984-4258
Lead Principal, Victory Learning Centers	Trista Kleotzer	716-828-7689
Lead Principal, Victory Early Childhood (Monarch and St. John's Parkside)	Amy Tassni	716-828-6691
Principal (Victory Academy Ridge and SJP)	Mike Gunthrop	716-828-7834
Behavior Support Coordinator	Lisa Reda	716-828-7969
Lackawanna Police Department	Lieutenant Mark D. Packar	716-822-4900
Lackawanna Fire Department	Chief James Fino	716-827-6437
Buffalo Police Department	Commissioner Joseph Gramaglia	716-851-4444
Buffalo Fire Department	Commissioner William Renaldo	716-851-5333