

Clymer Central School District's District-wide School Safety Plan

Introduction

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a District-wide School Safety Plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The district-wide plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. Districts are at risk of a wide variety of acts of violence, natural and technological disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. This component of Project SAVE is a comprehensive planning effort that addresses risk education/prevention, response, and recovery with respect to a variety of emergencies in the school district and its schools.

We developed this plan according to the sample outline provided by the State of New York.

The Clymer School District supports the SAVE legislation, and intends to engage in a planning process. The Superintendent of Schools encourages and advocates on-going district-wide cooperation and support of Project SAVE.

Section I: General Considerations and Planning Guidelines

A. Purpose

The Clymer District-wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Clymer School District Board of Education, the Superintendent of Clymer School District appointed a District-wide School Safety Team and charged it with the development and maintenance of the District-wide School Safety Plan.

B. Identification of School Teams

The Clymer School District has appointed a District-wide School Safety Team consisting of, but not limited to, representatives of the School Board, students, teachers, administrators, parent organizations; school safety personnel; and other school personnel. The members of the team and their positions or affiliations are as follows:

- Mr. Edward Bailey - Superintendent
- Ms. Kristin Irwin - Superintendent's Secretary
- Mr. Corey Markham – Building Principal
- Mrs. Teresa Lombardozi, Principal's Secretary
- Mrs. Lynne Bemis – Dean of Students
- Mrs. Ashely Querrieo- School Psychologist
- Ms. Rose Zinkowski – H.S. Guidance Counselor
- Mr. Corey Rhodes – Elementary Guidance Counselor
- Mr. Mike Schneck- Board member
- Mr. Tracy TeWinkle – Transportation
- Ms. Amy Johnson - Nurse
- Mr. Mark Peters – Building & Grounds
- Mr. Brian Bensink – Fire Department
- Mr. William Nelson - Law Enforcement Official
- Mr. Matt Kindberg - Teacher
- Mrs. Vicky Courtright – parent
- Mr. Kevin Courtright– parent

C. Concept of Operations

Clymer Central School District is a small rural school district in southwestern Chautauqua County. Our student population is approximately 450. Our campus consists of one UPK-12 school. Since we are a UPK-12 school, our district plan and building plan have been merged into one. One team was developed to discuss the district plan and come up with the parameters necessary for the SAVE legislation. A second team was developed to primarily discuss the Code of Conduct. You will find the products from both of these teams in this single document.

D. Plan Review and Public Comment

Pursuant to Commissioner's Regulation, Section 155.17 (e)(3), this plan was made available for public comment at least 30 days prior to its adoption on June 29, 2001. The School Board may adopt the district-wide plan only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education.

Full copies of the District-wide School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption.

This plan will be reviewed periodically during the year and will be maintained by the District-wide School Safety Team. The required annual review will be completed on or before July 1 of each year after its adoption by the Board of Education. A copy of the plan will be available at the main office.

Section II: Risk Reduction/Prevention and Intervention

A. Prevention/Intervention Strategies

Program Initiatives

The District uses the following programs to improve communication among students and between students and staff, and reporting of potentially violent incidents, such as the establishments of:

- Non-violent conflict resolution training programs
- Community Support Group of Southwestern Chautauqua County
- Town-run, youth-run summer recreation programs
- Lucy Box – anonymous confidential box for student's concerns
- Crisis Team – planning committee for crisis events, prevention, intervention and debriefing.
- SADD
- Project KNOW – including bullying prevention
- School Psychologist – full-time employee who not only does assessment but addresses student and family concerns

It is the belief of the Clymer Central School District that our SAVE Schools Plan needs to be a dynamic document that may change depending on the needs of the school district. We have instituted a student intervention team that meets weekly. The purpose of this team is to address concerns observed by staff and/or students regarding specific students and to determine whether these issues need to be formally addressed in some other form.

Training, Drills and Exercise

The following appendixes are our policies and procedures for drills.

- Appendix 1: Fire Drills
- Appendix 2: Evacuation Drill
- Appendix 3: Shelter-in-Place
- Appendix 4: Shelter Drills
- Appendix 5: Lockdown
- Appendix 6: Lockout
- Appendix 7: School Bus Accident

The following drill, training and maintenance program has been implemented by the school district:

September – Dec.	NYSP Safe Schools Awareness & Prevention program Exposure Control Right to Know Bus Safety Bike Safety Fire Drills – 8 Review School Rules Playground safety Lockdown Stranger Danger Project KNOW Present School Rules Distribute Student Handbooks and Code of Conduct
Jan – June	Fire Drills – 4 Building Safety Inspection CPR-First Aid Project KNOW Fire Extinguisher/eye wash inspection Review and notification of pesticide usage Evacuation Drill/Go Home Drill
July-August	Fire Drills – 2 Summer School Right to Know – Maintenance staff Clean and inspect all buildings and equipment

The following program is in place and should be continued:

- Table Top Exercises – District Safety Team should conduct yearly drills to test our emergency response system. When possible the drills should be coordinated with local and county response procedure officials.

Description of Duties, Hiring and Screening Process, Required Process, Required Training of other School Safety Personnel:

The Clymer Central School is an equal opportunity employer. The Civil Rights Act 1964 prohibits discrimination in employment because of race, sex or national origin. Public Law 90-202 prohibits discrimination because of age. Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of handicap.

The process of hiring school personnel will follow applicable Federal, State, County and Municipal Laws and Guidelines. The qualifications for such positions will be established by civil service when applicable or by the Board of Education. On or after July 1, 2001, all newly hired school personnel will be required to submit two sets of fingerprints for the purpose of background checks, consistent with the S.A.V.E. Legislation of 2000.

Implementation of School Security

School safety has been a priority at Clymer Central School and continues to be an area that is evaluated regularly. Clymer Central School has a fire alarm system, electronic strikes, and closed circuit TV to three rear entrances and an intrusion alarm system.

As Clymer Central School has enhanced its security through the measures mentioned above and has also then addressed procedural changes regarding greater accountability for visitors to the school. A window has been installed so that office personnel can better observe people entering through the front door and all visitors must sign in and obtain visitor passes from the main office in order to be admitted to the building.

Vital Educational Agency Information

The District maintains information on all school personnel, students and key officials in the District's main office, nurse's office and guidance office.

Clymer Central School – 8672 E. Main St. Clymer, NY 14724

School Population – 450

Number of staff – 100

Transportation Needs: Number of Buses: 11

Capacity of Buses: 43 Adults
65 Children

Specials Needs: Wheelchair Lift: 1

Capacity of Bus: 3 wheelchairs
30 children
20 Adults

Telephone Numbers of Key Personnel:

Edward Bailey, Superintendent
School: 716-355-4444 ext. 2003
Home: 716-355-2565
Cell: 716-450-8676

Scott Trisquet, Highway Supervisor, Clymer
Highway Bldg: 716-355-9933
Cell: 716-450-0123

Corey Markham Building Principal
School: 716-355-4444 ext. 2006
Cell: 716-969-3508

Art Malecki, Highway Supervisor, French Creek
Highway Bldg.: 716-355-8801
Cell: 716-499-2646

Lynne Bemis, Dean of Students
School: 716-355-4444 ext. 2026
Cell: 716-499-4338

Bill Himelein Highway Supervisor, Mina
Highway Bldg.: 716-769-7194
Cell: 716-499-1766

Mark Peters, Superintendent of Buildings and Grounds
School: 716-355-4444 ext. 2030
Home: 716-355-9965
Cell: 814-873-7214

Tracy TeWinkle, Transportation
School: 716-355-4444 ext. 2034
Cell: 814-873-2158

B. Early Detection of Potentially Violent Behaviors

Each crisis must be assessed according to the nature and magnitude of its potential impact upon students and faculty. A crisis may affect individual, groups of students, the school, or the entire community. Therefore, a school crisis team/crisis response team (CRT) has been developed to address preventative, existent, and post-crisis emergencies.

Mr. Edward Bailey
574 Freeman St.
Clymer, NY 14724
716-355-2565 (H)
716-450-8676 (C)

Ms. Rose Zinkowski
231 Highland Ave
Hamburg, NY 14075
716-512-5318 (C)

Mr. Corey Markham
42 Gardner Street
Fredonia, NY 14063
703-216-6079 (C)

Mrs. Lynne Bemis
12975 Stateline Rd.
Corry, PA 16407
716-499-4338 (C)

Ms. Amy Johnson
1428 Clymer Hill Road
Clymer, NY 14724
716-237-0390 (C)

The CRT will develop guidelines, assessment/evaluation techniques, undergo ongoing crisis training through seminars, conferences, and in-house preparation, and provide in-house staff (teacher) crisis training. Moreover, the CRT will develop guidelines in assessing their needs and contacting additional resources when appropriate.

Further, the CRT will develop a crisis resource manual (step by step procedures), a crisis staff phone tree, a listing of community resource phone names and numbers (police, mental health, medical, etc.), keep an ongoing “incident report log” on file, monthly CRT meetings, crisis training for its members, and provide both preventative and in-house staff (teacher) crisis training.

As presented by the New York State Police Department, the following information is presently shared or will be shared with parents and staff members on a yearly basis:

Early Intervention: Behavior Management

Children’s Threats: When Are They Serious

Children’s Threats: When Are They Serious? Several recent tragedies have involved children/teens shooting and killing individuals after making threats. When this occurs, everyone asks themselves, “How could this happen?” and “Why didn’t we take the threat seriously?” Most threats made by children or adolescents are not carried out. Many such threats are the child’s way of talking “big” or tough, or to get a reaction. Sometimes these threats are the child or teen’s reaction to a perceived hurt, rejection or attack.

What threats should be taken seriously? Examples of potentially dangerous or emergency situations with a child or adolescent include:

- threats or warnings about killing or hurting someone
- threats or warnings about killing or hurting oneself
- threats to run away from home
- threats to do something dangerous or potentially harmful

Most child and adolescent psychiatrists and other mental health professionals agree that it is very difficult to predict a child's future behavior with accuracy.

A child's past behavior, however, is still one of the best predictors of future behavior. In other words, if a child with a past history of physically violent or assaultive behavior makes a threat to hurt someone, there is an increased chance that she/he will actually act on the threat and be violent.

When is there more risk associated with threats from children and adolescents?

The presence of one or more of the following increases the risk of violent behavior:

- past violent or aggressive behavior
- bringing a weapon to school
- a pattern of threats
- past suicide attempts
- mental illness
- use and abuse of alcohol and/or drugs
- antisocial/delinquent behavior
- history of being a victim of abuse (physical, sexual)
- past destruction of property
- cruelty to animals
- fire-setting
- bullying behavior
- access to guns and other weapons
- recent experience of humiliation, shame, loss or rejection
- poor peer relationships
- involvement with cults or gangs
- social isolation
- lack of supervision

What should be done if parents or others are concerned?

- When a child or teen makes a serious threat it should not be dismissed as just idle talk.
- Parents, teachers or other adults should talk to the young person and try to determine if the child is serious and if there is increased risk.
- If the child or teen is defensive, refuses to talk or continues to express violent or dangerous thoughts or plans, then arrangements should be made for an immediate evaluation by a qualified mental health professional.
- Evaluating any serious threat must be done in the context of the individual child or teen's past behavior and personality.
- In an emergency situation, it may be necessary to contact local police for assistance or to take the child to the nearest emergency room for evaluation.
- Children who have made serious threats must be carefully supervised while awaiting professional intervention.
- Immediate evaluation of youngsters who make serious threats can increase the chance of helping the troubled child or teen and lessen the chance of tragedy.

Behavior Management Techniques

Structuring the Environment

Where we choose to talk with a child, whether we sit or stand, who we sit next to, are all part of structuring. It can be used to set a warm, informal, friendly tone or it can set a cold, business-like, authoritative tone.

Planned Ignoring

Ignoring harmless, attention-seeking behavior withholds the reinforcement a child gets from our attention. Along with ignoring the undesired behavior we have to praise the child for the appropriate behavior.

Prompting

Signaling to the child to either begin a desired behavior or stop an inappropriate action can be done verbally, e.g., “It’s about time to put the game away,” or non-verbally, e.g., with a glance or nod which reminds the child of what is expected. It is a simple, non critical direction given when the child needs help in taking the next step.

Hypodermic Affection

Like praise, affection helps increase a child’s self-esteem. When the behavior is coming from insecurity, fear, or anger at life circumstances, an additional shot of affection and caring may be what the child needs in order to cope with the problem at hand rather than going to places.

Hurdle Help

When we know the child is unable to begin or complete a task without some assistance, we can provide the help to get the child over the first hurdle and on to success.

Non-Verbal Interventions

Non-verbal interventions incorporate a range of techniques, including “proximity” and “touch” control. Often the mere fact of having an adult close by will be calming for a child. Touch is a powerful intervention. A hand on a shoulder or arm may provide the assistance a child needs to get back on track.

Redirecting

Redirecting the child or group or changing the activity a little bit may be enough of a change that the child can calm down and return to normal functioning. This method of distracting or diverting a child’s energy and attention to a substitute activity can de-escalate the situation and help the child maintain control.

Directive Statement

As children’s behavior escalates and their ability to make rational decisions decreases, it is necessary to provide them with direct guidance. Directive statements tell a child in specific terms what is expected. These statements range from making requests to stating rules to issuing commands.

Time Out

Requiring children to go to a quiet, neutral area when upset and over-stimulated can help them calm down and regroup.

C. Hazard Identification

Clymer Central School is located in the extreme southwest corner of New York State. Hazards in this area may include: high pressure gas line, a petroleum product distributor (gas, diesel, propane) spillage potential on the main state road in front of the school or interstate 86 approximately 8 miles to the north. In the event of an emergency the Clymer Central School District is available for sheltering. During our last building project a generator was added to the scope to maintain the infrastructure of the school for such a need.

Section III: Response

A. Notification and Activation (Internal and External Communications)

In the event of a violent act, 911 is called immediately and at this same time that call comes to the office of the superintendent's phone and it is known where the emergency is located. The Superintendent initiates a lockdown or evacuation, and notifies appropriate local agencies. He then contacts the crisis team.

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We use the following forms of communication to inform our school district personnel of a disaster or an act of violence:

Telephone/OneCall Now	Intercom
Fax	Area TV stations
District Radio System	

We have emergency telephone numbers and/or bus numbers for students, in case of an emergency, on file in the main office and the nurse's office. We also use area TV and radio stations. In the event of a violent incident or other cause for early dismissal, the following procedure will be in effect:

- The decision to send children home will be made by the Superintendent
- If there is a need to evacuate the school, children will be lead, by faculty and staff, on foot, to the designated areas as follows: UPK-12 students will report to the Bus Garage.
- If there is no immediate danger, children will remain in their classrooms. Their classroom teacher will supervise the children.
- The Superintendent will notify the police department and the District Superintendent.
- The Principal will notify the staff and students and will supervise dismissal.
- The Principal will call the members of the Crisis Team/SAVE Committee who have the list of parent's emergency phone numbers. The nurse collects the emergency phone numbers each fall and update them throughout the year.
- Children will be dismissed as the buses arrive.
- Regular bus routes will transport students home.
- Students may be released to parents who present themselves in the school office or a designated area and satisfactorily identify themselves.

B. Situational Responses

The following appendixes describe our response plans:

Appendix 1: Fire Drills

Appendix 2: Evacuation Drill

- Appendix 3: Shelter-in-Place
- Appendix 4: Shelter Drills
- Appendix 5: Lockdown
- Appendix 6: Lockout
- Appendix 7: School Bus Accident

Responses to Acts of Violence: Implied or Direct Threats

It is important to note that the guidelines are not always clear-cut; however, they are useful to expedite administrative decisions, provide for faculty/student safety, and ensure a timely response to a crisis.

- Depending on the severity and time constraints of the act, the Crisis Response Team (CRT) phone tree will be implemented and the CRT will form and decide on a “plan of action.”
- The CRT will interview and file a log of all relevant parties involved (student, parents, staff members, etc.)
- Contact local authorities (police, sheriff, etc.)
- The CRT and administration will convene with all relevant data and make a decision on the most appropriate consequence(s).

The following are examples of our response options:

- Limited Options Rationale – The nature of any response taken by the School District will be limited. This is because the ones who will be responsible for resolving the most serious incidents are police, fire emergency medical, emergency management and utilities personnel. The District’s primary responsibility is protecting students, faculty and staff.
- Options - There are 10 general response options available to the district in a critical incident. These options can be modified to fit the parameters of a particular event and the needs of a specific site. The options are discussed individually on the appendixes as follows:

- See: Appendix 1: Fire Drills
- Appendix 2: Evacuation Drill
- Appendix 3: Shelter-in-Place
- Appendix 4: Shelter Drills
- Appendix 5: Lockdown
- Appendix 6: Lockout
- Appendix 7: School Bus Accident

Acts of Violence

Clymer Central School does have a variety of protocols used to insure the safety of our staff and students. A zero tolerance policy was considered, however at this time school policy addresses each incident on a case-by-case basis. These protocols include a code: Bomb Threats, Weapons/Threats, and Anthrax Threats. In addition, our school has an active Crisis Response Team and an Instructional Support Team that is utilized to proactively identify potential issues with students and staff and to address those issues in an appropriate manner.

- Determine level of threat with Superintendent/Designee
- If the situation warrants, isolate the immediate area and evacuate if appropriate
- Inform Building Principal/Superintendent
- If necessary, initiate lockdown procedure, and contact appropriate law enforcement agency.
- Monitor situation; adjust response as appropriate; if necessary, initiate early dismissal, sheltering or evacuation procedures.

Response Protocols

Clymer Central School has the following response protocols:

- Appendix 1: Fire Drills
- Appendix 2: Evacuation Drill
- Appendix 3: Shelter-in-Place
- Appendix 4: Shelter Drills
- Appendix 5: Lockdown
- Appendix 6: Lockout
- Appendix 7: School Bus Accident

Arrangements for Obtaining Emergency Assistance from Local Government

- Superintendent/Designee in an emergency contacts dispatch point or 911 center for fire or EMS response.
- Superintendent/Designee contacts highest ranking local government official for notification and/or assistance. County Executive– 753-4211

Procedures for Obtaining Advice and Assistance from Local Government Officials

- Superintendent/Designee in an emergency will contact Chautauqua County Emergency Management Coordinator – 753-2131.
- The District has identified resources for an emergency from the following agencies:

Clymer Fire Department

- Brian Bensink – 355-4303
- Barry Neckers – 355-4432/716-499-2749
- Randy Shampoe – 716-499-0728
- Ed Faulkner – 716-499-2514
- Brian Willink – EMS Captain – 716-664-1333

Findley Lake Fire Department

Local Pastors

- Clymer United Methodist Church – 355-8880
- Abbe Reformed Church – 355-6336
- Cutting Community Church – 355-2283
- Edwards Chapel United Methodist Church – 355-9955
- Clymer Hill Reformed Church – 355-8854
- Findley Lake United Methodist Church –769-7425
- St. Matthias Catholic Church – 355-8891

District Resources Available for Use in an Emergency

The District resources that are available would be:

Clymer United Methodist Church
 Clymer Sherman Rd.
 Clymer, NY 14724

Abbe Reformed Church
 Clymer Sherman Rd.
 Clymer, NY 14724

Clymer Community Building
 Rte 474
 Clymer, NY 14724

Buses:
 11 – 65 passenger buses
 1 – Handicap buses

Town of Clymer Highway Equipment

Besides the physical resources, we have staff trained in CPR, AED, First Aid, and our team of mental health professionals.

Procedures to Coordinate the Use of School District Resources and Manpower during Emergencies

Depending upon the emergency, the initial response of the school would be to contact 911 and to receive assistance from our local county government, possibly the state police depending upon the incident and its severity. Also, through our BOCES our school would be able to request assistance from neighboring school districts that might have counseling staff available who could assist us.

The contact person for press releases and for mobilizing our local staff would be the school superintendent. Furthermore the superintendent or his designee would have the opportunity to seek advisement from the Crisis Response Team or the Instructional Support Team.

Protective Action Options

- School Cancellations
 - Highway Superintendent contacts Superintendent, Transportation Supervisor, and Building & Grounds Supervisor.
 - Superintendent sends a OneCall Now message
 - Superintendent notifies media
- Early Dismissal
 - Superintendent monitors situation, if conditions warrant, school is will be closed.
 - Superintendent contacts Transportation Supervisor to arrange for transportation.
 - Staff determines where K-6 students are to go.
 - Contact local media to inform parents of early dismissal
 - Main office will be the information center for inquiries
 - Appropriate district personnel will remain in the building until all buses have returned to the school.
- Evacuation
 - Superintendent/Designee determines the level of threat
 - Superintendent/Designee contacts transportation supervisor to arrange for transportation.
 - Clear all evacuation routes and sites prior to evacuation.
 - Evacuate all staff and students to pre-arranged evacuation sites. Clymer Central School Bus Garage, Clymer Community Building, Clymer United Methodist Church.
 - Account for all students and staff. Report any missing staff or students to Superintendent/Designee/Principal
 - Superintendent makes determination regarding early dismissal
 - If determination was made to dismiss early, Superintendent/Designee will contact local media to inform parents of early dismissal.
 - Ensure adult supervision or continued school supervision/security
 - An information center will be set up at the bus garage, community building and the church.
 - Appropriate district personnel will remain at the sites until all buses have returned.
- Sheltering sites (internal and external)
 - Superintendent/Designee will determine the level of threat.
 - Superintendent/Designee will determine the location of the shelter. School basements, classrooms, bus garage, community building or church.
 - Account for all students and staff. Report any missing staff or students to designee.
 - Determine other occupants in the building.
 - Make appropriate arrangements for human needs.

- Take appropriate safety precautions.
- Establish a public information officer to provide information and current status of the situation to parents and other inquiring parties.
- Appropriate district personnel until all buses have returned to the school or designated location.

Section IV: Recovery

A. District Support for Buildings

The Clymer Central School District is committed to support its community to the use of its facility anyway that would be possible and/or appropriate. This would include the use of the facility if there were a community disaster so that sheltering would be available or it could also mean the use of the facilities by our students if a school based disaster occurred and counseling might need to be available after school hours. It would be the goal of the school to support both the Emergency Response Team and Post Incident Response Team.

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Clymer, NY 14724
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B. Disaster Mental Health Services

Disaster mental health services would be provided by our staff internally and would also call upon mental health professionals in the county and other school districts. Near by school districts would include but not limited to:

Panama Central School
41 North St.
Panama, NY 14767
716-782-2455

Sherman Central School
127 Park St.
Sherman, NY 14781
716-761-6121

BOCES Hewes Center
2615 N. Maple St.
Ashville, NY 14710
716-763-1801

Corry Area School District
800 E. South St.
Corry, PA 16407
814-664-4677

Community and Government Agencies that could be contacted by the District Safety Team:

Adolescent Mental Health	716-664-8645
Chaut. Cty. Office of the Sheriff	716-753-2131
NYS Police	716-665-3113
Safe House – Crisis Shelter	716-661-9446
Chaut. Cty. Dept. of Soc. Ser.	716-661-8200
American Red Cross	716-664-5115
Family Services of Jamestown	716-488-1971

