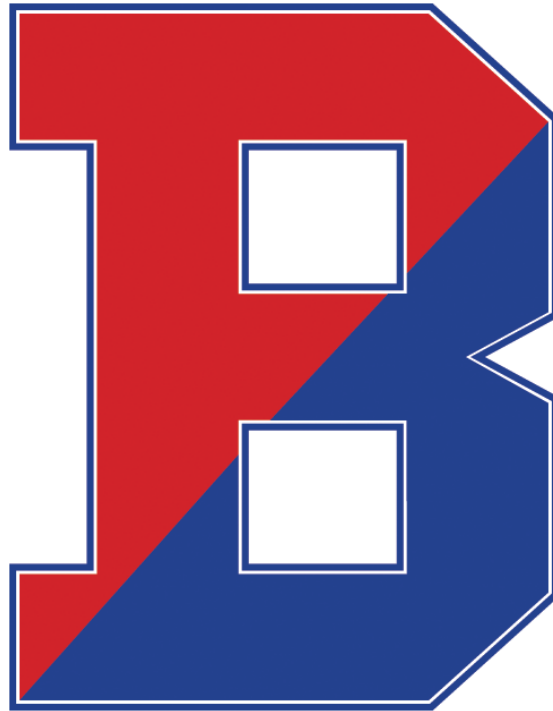


Binghamton City School District



Community Supports & In-District Resource Guide 2023



TABLE OF CONTENTS

Program	Page #
<i>Community Based</i>	
After School, Summer and Respite Programs	3
BC SAFE--Suicide Awareness	4
Broome INCLUDES	5
CABHS--Child/Adolescent Behavioral Health Clinic	6
Care Coordination Organization--Life Plan CCO, LLC	7-8
Child Advocacy Center/Safe Harbor	9
CPEP @ UHS--Comprehensive Psychiatric Emergency Program	10
Crisis Counseling and Victim Advocacy	11
Encompass Home Health	12-13
Families First--Department of Social Services	14
Family and Children's Counseling Services, Inc.	15
Family Peer Support Services--Catholic Charities	16
Gateway Connections Center--Catholic Charities	17
Identify Youth Center	18
Mobile Integration Team--Greater Binghamton Health Center	19
Mobile Crisis Services	20
PINS (Person in Need of Supervision)--Department of Social Services	21-22
Single Point of Access (SPOA) at Broome County Mental Health	23
South Family and Community Engagement Centers (FACE) @ Southern Tier Independence Center(STIC)	24-25
Southern Tier Independence Center	26



Therapeutic After School Program (TASP)--Children's Home of Wyoming Conference	27
Teen Transitional Living Program (TTLP--Catholic Charities)	28
Youth Services--Mothers and Babies Perinatal Network	29
Differently Abled	
After School, Summer and Respite Programs	30
Care Coordination Organization--Life Plan CCO, LLC	31
Office of People with Developmental Disabilities (OPWDD)--Front Door Program	32-33
In-District	
Hillside Work--Scholarship Connection	34
In-District Tier 1 Interventions	35-44
In-District Tier 2 Interventions	45-49
In-District Tier 3 Interventions	50-52
Liberty Partnership--Binghamton University	53
Mentoring	54
Project Adventure/Youth Empowerment	55
School-based Family Support--Family and Children's Counseling Services	56
School Counselors	57
School Psychologist	58
School Social Workers	59
Upward Bound	60-61
Upward Bound--Math and Science	62-63
Youth Advocates	64
Youth Development--Binghamton Housing Authority	65-66



AFTER-SCHOOL, SUMMER & RESPITE PROGRAMS

BROOME COUNTY URBAN LEAGUE

Program is located at	Calvin Coolidge Elementary School, Binghamton, NY Two Rivers Community Center Johnson City
Phone Number	(607) 723-7303 ext. 104
Website	www.bcul.org

What population is served by this program?	All children of Broome County
What are the program's eligibility requirements?	Children must be 5-13 yrs. 5-21 yrs. with OPWDD eligibility
How to refer:	Contact Broome County Urban League at website or call the number provided

Services

What Services Does the Program Provide:	<p>After-School & Summer Childcare</p> <ul style="list-style-type: none">• Physical and academic activities• Homework assistance• Life skills through play <p>Encourage youth to participate in community outreach</p> <p>Scholarships available to assist families with program fees for school year program (September - June)</p> <p>Respite Care Reimbursement</p> <ul style="list-style-type: none">• Provides reimbursement for up to 25 hours/month for a family with a member who has special needs and would like to utilize a respite caregiver• Need a letter of determination from OPWDD
--	---



BC SAFE - BROOME COUNTY SUICIDE AWARENESS FOR EVERYONE LOCAL SUICIDE PREVENTION COALITION

Program is located at	Broome County Mental Health 501 Reynolds Road Johnson City, NY 13790
Phone Number	607-778-1146
Website	https://www.gobroomecounty.com/mh/bcsafe

What population is served by this program?	Middle School, Adults and Professionals.
What are the program's eligibility requirements?	Reside within Broome County
How to refer:	Contact BCMH at the number provided

Services

What Services Does the Program Provide:	<p>Suicide Prevention Coalition</p> <ul style="list-style-type: none">● Strives to reduce the number of suicides and suicide attempts through:<ul style="list-style-type: none">○ Public awareness○ Education and training resources<ul style="list-style-type: none">■ Local trainers■ Evidence-based trainings■ Local presentations at community events and schools■ Print and digital materials, including social media
--	--



BROOMEINCLUDES

BROOME COUNTY MENTAL HEALTH

Program is located at	Broome County Mental Health 501 Reynolds Road Johnson City, NY 13790
Phone Number	607-778-1109
Website	http://broomeincludes.org/

What population is served by this program?	All ages in need.
What are the program's eligibility requirements?	Anyone in need of navigation of community resources in Broome County; primarily mental health, substance use, and disability services.
How to refer:	Visit the BroomeINCLUDES website Call contact number

Services

What Services Does the Program Provide:	<ul style="list-style-type: none">• Encouraging community access and inclusive initiatives.• Encourage and support community efforts to increase inclusion and accessibility.• Connect individuals and community members with available resources that fit their needs.
--	---



CHILDREN & ADOLESCENT BEHAVIORAL HEALTH CLINIC

GREATER BINGHAMTON HEALTH CENTER

Program is located at	425 Robinson St. Binghamton, NY 13904
Phone Number	(607) 724-1391 (607) 773-4520
Website	http://www.omh.ny.gov/omhweb/facilities/bipc/

What population is served by this program?	Children and adolescents from 5 to 18 years of age
What are the program's eligibility requirements?	Children and adolescents experiencing mental health symptoms are screened to determine appropriateness for services. Primary diagnosis of mental illness is required for ongoing treatment.
How to refer:	Referrals are accepted from any source. Any person or agency requesting services should call (607) 773-4520, during business hours, Monday through Friday, 8:30 a.m. to 5 p.m.

Services

What Services Does the Program Provide:	<p>Treatment may include individual:</p> <ul style="list-style-type: none">• psychiatric evaluation• individual, group and family therapy• medication therapy• symptom management• clinical support• case coordination• crisis intervention <p>Strong emphasis on strengths based family focused philosophy.</p> <p>Open access hours are:</p> <p>Monday, Wednesday and Friday from 8:30 am – 10:30 am Tuesday and Thursday from 1:00 pm – 3:00 pm</p> <p>You are welcome to bring your child in during these time frames and you will be seen on a first come first served basis. We are asking that parents/guardians who are planning on bringing more than one child in for an assessment please</p>
--	---

bring only one child in at a time. This will help to allow more families to have access to the intake process. **We are currently only able to do four screenings per day and if for some reason we are unable to see you and your child that day we will give you an open access appointment time so you will not have to wait on your next visit.**

Please bring your child's social security card (or number if you don't have the card), their insurance card and a list of all of your child's current medications with you. If you are not the biological parent, please bring documentation that shows you have legal custody.



CARE COORDINATION ORGANIZATION (CCO)

LIFEPLAN CCO, LLC

Program is located at	1249 Upper Front Street Binghamton, NY 13905
Phone Number	607-930-4845
Website	www.lifeplanccony.com/

What population is served by this program?	Individuals receiving OPWDD services
What are the program's eligibility requirements?	OPWDD eligibility determined by intellectual or developmental disabilities
How to refer:	Call the phone number or connect through the website (as listed above)

Services

What Services Does the Program Provide:	<p>Health Home Care Management assists individuals with intellectual and developmental disabilities and their families to lead meaningful lives by obtaining necessary supports. LifePlan CCO is driven to help members choose the life they want to live and focus on a person-centered approach, community inclusion, participation, independence and self-direction.</p> <p>We work to deliver improved healthcare, personal and social supports, improved care for chronic conditions and improved access to preventative care.</p>
--	---



CHILD ADVOCACY CENTER & SAFE HARBOUR CRIME VICTIMS ASSISTANCE CENTER

Program is located at	Crime Victims Assistance Center 377 Robinson Street Binghamton, NY 13904
Phone Number	(607) 723-3200 Crisis Line: (607) 722-4256 Text (607) 725-8196
Website	www.cvac.us

What population is served by this program?	Victims and youth at risk of sexual exploitation up to age 21 years old.
What are the program's eligibility requirements?	Homelessness/AWOL's, neglect or abuse, sexual activity, unsafe social media use, delinquency, poor school attendance.
How to refer:	Complete a Comprehensive Assessment Tool (CAT) along with a Safe Harbour referral form and email or fax to CVAC (see contact on website)

Services

What Services Does the Program Provide:	<p>Education & Awareness, Youth engagement, case management, food & clothing, assistance with transportation, provision for basic needs, victim and youth advocacy, independent living and job skills, youth education groups, 24-hour crisis line, and family services.</p> <p>Safe Harbour aims to identify and provide services to victims and youth at risk for sexual exploitation.</p>
--	---



COMPREHENSIVE PSYCHIATRIC EMERGENCY PROGRAM

BINGHAMTON GENERAL HOSPITAL

Program is located at	Binghamton General Hospital 10-42 Mitchell Ave. Binghamton, NY 13903
Point of Contact	Comprehensive Psychiatric Emergency Program/CPEP
Phone Number	(607) 762-2458 (607) 762-2302

What population is served by this program?	Children & Youth, family as a whole unit
What are the program's eligibility requirements?	Services are open to any child/youth and family presenting with mental health or situational crisis needs.
How to refer:	Referrals come from families, schools, community providers, primary care offices, probation, PINS, etc.

Services

What Services Does the Program Provide:	<p>Diagnostic screening for possible admission to behavioural health crisis services including psychiatric hospitalization, adolescent respite care services when applicable.</p> <p>Referral information to mental health and addiction treatment services.</p> <p>Referral to community supports, and economic resources as applicable</p> <p>Follow up outreach visits upon discharge from CPEP as clinically appropriate until connection to outpatient services are established.</p> <p>Crisis Outreach visits are available when transfer to the hospital is non-emergent. Please call CPEP at 762-2458, request to speak to social worker/RN for scheduling and appropriateness of fit for Crisis Outreach visits.</p>
--	---



CRISIS COUNSELING & VICTIM ADVOCACY

CRIME VICTIMS ASSISTANCE CENTER

Program is located at	377 Robinson St, Binghamton NY 13903	202 Garfield Ave Endicott NY 13760
Phone Number	(607) 723-3200 Crisis Line: (607) 722-4256 Text (607) 725-8196	
Website	www.cvac.us	

What population is served by this program?	All community members and potential victims benefit from our services
What are the program's eligibility requirements?	Depending on the service, CVAC's eligibility may differ--see website for more information. For counseling services, you need only identify as a victim.
How to refer:	Call our business line (607) 723-3200 or 24-hour hotline (607) 722-4256

Services

What Services Does the Program Provide:	Counseling & Case Management (for victims and secondary victims) 24-hour advocacy for victims 24 Hour crisis line CVAC Prevention and Education Services (a large variety of programs, groups and services) Safe Harbour (case management for commercially sexually exploited youth) Broome County Child Advocacy Center NY Office of Victim Services (OVS) reimbursement (for out of pocket costs related to crime) Many additional services as well that are community based (task forces, coalitions, etc.)
--	---



ENCOMPASS HEALTH HOME

MEDICAID REIMBURSABLE CARE MANAGEMENT

Program is located at	232 Main St Binghamton, NY 13905
Phone Number	607-729-9166
Website	www.encompasshealthhome.org

What population is served by this program?	Children ages 0-21
What are the program's eligibility requirements?	<ul style="list-style-type: none">• Medicaid Eligible• AND• A diagnosis of 2 or more qualifying chronic health conditions (<i>see website</i>)<ul style="list-style-type: none">• Documentation of chronic conditions as provided by health care providers• OR• A single qualifying chronic condition (must have qualifying diagnosis):<ul style="list-style-type: none">• Serious Mental Illness (SMI)• Serious Emotional Disturbance (SED) To further meet the definition of SED, children must have experienced the following functional limitations over the past 12 months, or on a continuous intermittent basis. Limitations must be moderate in at least two of the areas, or severe in at least one:<ul style="list-style-type: none">• Ability to care for self (personal hygiene; obtaining and eating food; dressing; avoiding injury, or;• Family Life: capacity to live in a family or family like environment; relationships with parents or caregivers, siblings and other relatives; behavior in family setting, or;• Social Relationships: establishing and maintaining friendships; interpersonal interactions with peers, neighbors and other adults; social skills; compliance with social norms; play and appropriate use of leisure time, or;• Self-Direction/Control: ability to sustain focused attention to permit completion of age-appropriate tasks; behavioral self-control; appropriate judgment and value systems; decision making ability, or;• Ability to learn: school achievement and attendance; receptive and expressive language; relationships with teachers; behavior at school.• History of Complex Trauma• HIV/AIDS



How to refer:	<p>The referral/consent to refer forms may be found on our website at: www.encompasshealthhome.org.</p> <p>These forms may be faxed to us at: (607)584-0122 or mailed directly to:</p> <p>Encompass Health Home 232 Main Street Binghamton, NY 13905 Attn: Referrals</p> <p>Questions regarding referrals may be called in to 1-844-884-4999.</p>
----------------------	--

Services

What Services Does the Program Provide:	<p>Health Homes strive to provide youth who have multiple chronic conditions with a person-centered approach to care that focuses on identifying the individual's entire spectrum of health care needs. Once identified, the Health Home Program aims to connect the youth with services that meet their needs, to promote wellness, and to prevent unnecessary utilization of health care services. The Care Manager works with the youth and family to build a team of formal and informal supports within their community that can assist the youth with meeting the plan of care goals. The Care Manager is responsible for coordinating care and ensuring that the team is working in partnership with the child, parent/guardian, family supports and providers. The goal of the program is do so with the maximum level of independence and in the least restrictive environment. Goals also include, empowering youth and families to be strong advocates for themselves and their families so that they can be resourceful and productive members of the community.</p>
--	--

Additional information

Please include any additional information about the programs goals & objectives	<p>Encompass Health Home is a collaboration of Catholic Charities and their partners across Upstate New York managed by Catholic Charities of Broome County and supported by the Dioceses of Albany, Buffalo, Rochester and Syracuse. We have a 100 year legacy of service in Upstate New York and a team of skilled and dedicated staff working with children and families.</p> <p>Our mission: With a passion for health and compassion for all people, Encompass is committed to connecting children and their families to their chosen services and supports in a way that is respectful of their preferences, culturally sensitive to their needs and directed in a way to promote the most positive health outcomes for mind, body and spirit.</p>
--	--



FAMILIES FIRST

BROOME COUNTY DEPARTMENT OF SOCIAL SERVICES

Program is located at	Broome County DSS 36-42 Main St. Binghamton, NY 13905
Phone Number	(607) 778-3080 Referrals (607) 778-3089
Websites	www.gobroomecounty.com/dss www.gobroomecounty.com/dss/adoption#familiesfirst

What population is served by this program?	Families with children (age 0-18) at risk of placement due to mental health and behavioural issues or who have a child/children in placement who are going to be discharged home in the near future.
What are the program's eligibility requirements?	Open case with BC DSS Services Division (Family Services, CPS, PINS or Probation) AND a child with imminent risk of placement due to mental health, behavior issues, and/or abuse/neglect issues
How to refer:	Referrals from the Department of Social Services (Services Unit) or BC Probation can be made by calling (607) 778-3089. There is no paperwork required on the part of the referring worker.

Services

What Services Does the Program Provide:	<p>This program is designed to provide in-home support and assistance to families who are at risk of having children placed outside of the home OR to help children and families during a child's transition back into the home following an out of home placement.</p> <p>Services are short-term, intensive, family focused and strengths based. Both concrete services and psycho-educational/therapeutic services are provided. Services are provided in the home as well as in natural community environments. Referrals for other services and linkages to other appropriate supports are made as needed. Staff is available 24/7 via an emergency on-call system. Families must be willing to work with Families First 2-3 days/week.</p> <p>Families First offers Strength Based Parenting and Anger Management for Parents classes. Parents do not have to be receiving in-home services through Families First to participate in the classes. Pre-registration is required and child care is not available</p>
--	---



FAMILY & CHILDREN'S COUNSELING SERVICES, INC.

Program is located at	257 Main St. Binghamton, NY 13905
Phone Number	(607) 729-6206
Website	www.familycs.org

What population is served by this program?	Children/youth ages 5-17 Adults who reside in Broome County
What are the program's eligibility requirements?	Broome county resident Children ages 5-17 Proof of insurance Guardianship documentation for children to receive services Children must meet DSM5 diagnostic criteria
How to refer:	Same-day open access intake model School personnel (guidance counselors, social workers, administrators) can refer Community agencies can refer

Services

What Services Does the Program Provide:	<p>Family & Children's provides individual and family therapy services, as well as psychiatric medication management for clients.</p> <p>In our clinic setting, we also serve adults with mental health and/or addictions problems. Children with trauma histories may be referred to our affiliate clinic, the Journey Project, a specialized assessment and treatment program for children who have been exposed to or experienced sexual abuse.</p> <p>The Journey Project focuses on:</p> <ul style="list-style-type: none">● Sexually abused children● Children with problematic sexual behaviors and their caregivers● Non-offending parents● Adolescent with illegal sexual behavior and their caregivers● Adults who have sexually offended
--	---



FAMILY PEER SUPPORT SERVICES

CATHOLIC CHARITIES OF BROOME COUNTY

Program is located at	232 Main Street Binghamton, NY 13905
Phone Number	(607) 729-9166
Website	www.catholiccharitiesbc.org

What population is served by this program?	Families with youth who are school-aged children entering Kindergarten up to age 21, who are experiencing social, emotional, substance use and/or behavioral challenges in their home, school placement or community.
What are the program's eligibility requirements?	The program eligibility requirements are: A Caregiver of children and youth who: <ul style="list-style-type: none">- reside in Broome County- are school-aged children entering Kindergarten up to age 21- are experiencing social, emotional, substance use and/or behavioural challenges in their home, school placement or community.
How to refer:	Referrals are received through the Broome County Single Point of Access (SPOA) committee.

Services

What Services Does the Program Provide:	<p>Formal and informal services and supports A structured, strength-based relationship between an FPA and the parent or family member for the benefit of the child. The following are components to this service provided to families:</p> <ul style="list-style-type: none">a) Outreach and Informationb) Engagement, Bridging, and Transition Supportc) Self-Advocacy, Self-Efficacy, and Empowermentd) Parent Skill Developmente) Community Connections and Natural Supportsf) Promoting Effective Family-Driven Practice <p>The intensity of services are driven by the needs of the family. The minimum required contacts are:</p> <ul style="list-style-type: none">1) one contact per week by phone, email, or text message, and2) one face to face contact per month <p>*Wrap-around meetings can be held if a family needs and wants</p>
--	---



GATEWAY/ CONNECTIONS CENTER

CATHOLIC CHARITIES

Program is located at	86-88 Walnut St. Binghamton, NY 13905
Phone Number	(607) 729-9166 (607) 584-7800 x450
Website	https://www.catholiccharitiesbc.org/programs/youth_services/counseling.html

What population is served by this program?	Approximately 80 at-risk Broome County youth and their families
What are the program's eligibility requirements?	Any youth ages 8-21 years of age or their parent/guardian for our Walnut Street, Binghamton location. For the Windsor and Union Endicott school districts, youth that are identified as at risk and referred for individual or group counselling on site.
How to refer:	Anyone can refer, but youth and parent self-referrals are preferred.

Services

What Services Does the Program Provide:	<p>Individual counselling, psycho-educational groups for youth and parents:</p> <ul style="list-style-type: none">• Anger management• Self Esteem and Body Image• Social Skills• Conscious Discipline Parenting classes• Active Parenting of Teens classes <p>The primary goal of services for Connections Centers is to help clients to increase “soft skills” in order to reduce the incidence of violence and/or abuse in our community. This is achieved through a Strengths Based approach and a Solution- Focused Brief Therapy model.</p>
--	--



IDENTITY YOUTH CENTER STAP

Program is located at	206 State Street Binghamton, NY 13901
Phone Number	607-651-9120
Website	www.idyouth.org

What population is served by this program?	LGBTQ+ Youth ages 13-24 and their allies.
What are the program's eligibility requirements?	Be a youth 13-24 years old
How to refer:	Just show up during drop in hours See website for hours

Services

What Services Does the Program Provide:	Safer sex supplies, educational programming, pantry, computers to use, video games, art supplies. Staff & volunteer provide guidance and help youth access resources.
--	--



MOBILE INTEGRATION TEAM

GREATER BINGHAMTON HEALTH CENTER

Program is located at	Greater Binghamton Health Center 114 Clinton St. Binghamton, NY 13904
Phone Number	(607) 763-2761 (607) 762-2302
Website	http://www.omh.ny.gov/omhweb/transformation/docs/st-flyer.pdf

What population is served by this program?	Children, adolescents, families and adults
What are the program's eligibility requirements?	The MIT serves children, families and adults diagnosed with a primary diagnosis of mental illness.
How to refer:	<p>Referrals are accepted from any source, Monday through Sunday, 8:00 AM - 4:30 PM.</p> <p>In the event of emergencies or crises outside of regular business hours, calls can be made to the toll-free number 1-844-HELP- MIT (1-844-435-7648) which will be answered by a live operator who will direct the call to the Greater Binghamton Health Center Nurse Administrator Office.</p>

Services

What Services Does the Program Provide:	Services will address the emotional, behavioral and mental health needs of the recipients and their families. The services are designed to enhance the existing system of care, fill in service gaps, and/or related activities. The MIT is designed to offer flexible hours and explore all possibilities to meet the stated needs of clients. The MIT may, but is not limited to, provide the following services: behavioral support and consultation; crisis assessment and intervention; community linkage; family and caregiver support services; health assessment; health teaching; respite; legal interface; outreach and engagement; peer support; skill building; therapeutic support
--	---



MOBILE CRISIS SERVICES

MENTAL HEALTH ASSOCIATION OF THE SOUTHERN TIER

Program is located at	Mental Health Association of the Southern Tier 47 Broad Avenue Binghamton, NY 13904
Phone Number	(607) 771-8888 (607) 766-1369
Website	www.mhast.org

What population is served by this program?	Adults and children in Broome County, New York
What are the program's eligibility requirements?	A person in a mental health crisis. The team generally responds in conjunction with law enforcement.
How to refer:	(607) 766-1369 Monday – Friday 8:30 am to 4:00 pm

Services

What Services Does the Program Provide:	MHAST's Mobile Crisis Team provides the local community with on-demand services for individuals experiencing a behavioural health crisis. Provides support for all Broome County Law Enforcement agencies, service providers, and individuals. Mobile Crisis Service is designed to help de-escalate crisis situations on-site, and help avoid traumatic and often unnecessary transports to the emergency room. Our person-centered approach quickly works to understand the unique needs of the individual, and provides the most appropriate treatment possible within the least restrictive environment. Program also provides referrals and case management follow-up services for 30 days.
--	--



PERSON IN NEED OF SUPERVISION (PINS) DIVERSION

BROOME COUNTY DEPARTMENT OF SOCIAL SERVICES

Program is located at	Broome County Department of Social Services 36-42 Main St. Binghamton, NY 13905
Phone Number	(607) 778-2745-Intake Line
Website	www.gobroomecounty.com/dss https://www.gobroomecounty.com/dss/other/pins

What population is served by this program?	A child under 18 years old who is engaging in non-criminal behavior.
What are the program's eligibility requirements?	A referral for Diversion Services may be made if a child is: (at least one of the below criteria) <ul style="list-style-type: none">○ <i>Habitually</i> truant from school, if compulsory age○ Exhibiting a pattern of ungovernable, or <i>habitually</i> disobedient behavior and beyond the lawful control of his or her legal caretaker○ A runaway/stay away○ Engaging in chronic marijuana use
How to refer:	Parents/guardians are the preferred referral method; however, schools can make referrals as well. <ul style="list-style-type: none">● Parent/guardian calls the intake phone number● Schools send the referral directly to the unit. Other community agencies can refer Police referrals

Services

What Services Does the Program Provide:	<p>The goal of PINS Diversion services is to provide services to address the underlying issues that are causing the PINS behavior and to prevent the child from being referred to Family Court. Every effort is made by the Department to provide comprehensive and intensive services. Parents are expected to fully participate and engage in services as well as the child.</p> <p>PINS Diversion provides referrals to:</p> <ul style="list-style-type: none">● Families First● Sharing Hope and Inspiring New Energy (SHINE)
--	--

More on reverse >>>>

	<ul style="list-style-type: none">• Functional Family Therapy (FFT)• Lourdes Mental Health Juvenile Justice (MHJJ)• Therapeutic After School Program (TASP)• Respite• STIC Education Advocate• Gateway• Big Brothers/Big Sisters• Other community agencies as needed
--	---



SINGLE POINT OF ACCESS (SPOA)

BROOME COUNTY MENTAL HEALTH

Program is located at	501 Reynolds Road Johnson City, NY 13790
Phone Number	(607) 778-1112
Email	ChildSPOA@broomecounty.us
Website	www.gobroomecounty.com/mh/spoa

What population is served by this program?	Youth ages 5-21 Diagnosed with a mental illness that is interfering with their ability to function in community, home, and/or school
What are the program's eligibility requirements?	Must live in Broome County Between the ages of 5-21 years old. (If the youth is between 18-21 please contact the SPOA Coordinator) Engaged or actively seeking mental health treatment Generally, have a DSM 5 mental health diagnosis that can be confirmed or be willing to participate in services to obtain one
How to refer:	Community providers (mental health providers, school staff, hospitals) and caregivers can refer youth for SPOA services.

Services

What Services Does the Program Provide:	<p>The services that can be accessed through SPOA are:</p> <ul style="list-style-type: none">• Medicaid Reimbursable Health Home Care Management• Non-Medicaid Care Management• Family Peer Support• Children and Family Treatment and Support Services (Psychosocial Rehabilitation, Other Licensed Professionals, Community Psychiatric Supports and Treatment)• Functional Family Therapy• Community Residence, and Residential Treatment Facility• Youth Assertive Community Treatment Team (ACT). <p>The SPOA Team (Coordinator and Advocate) are willing to support and help caregiver(s) link to mental health providers. The team continues to offer support to caregiver(s) until SPOA services are in place.</p>
--	--



SOUTH FAMILY AND COMMUNITY ENGAGEMENT CENTERS AT THE SOUTHERN TIER INDEPENDENCE CENTER

Program is located at	Southern Tier Independence Center (STIC) 135 E. Frederick St. Binghamton, NY 13904
Phone Number	607-724-2111
Email	ecface@stic-cil.org saface@stic-cil.org
Website	https://stic-cil.org/index.php/face-2/

What population is served by this program?	Early Childhood FACE - families with children ages 0-5 School Age FACE - families with children ages 5-21
What are the program's eligibility requirements?	Professional, family member or individuals with educational needs
How to refer:	Contact the FACE Center at 607-724-2111 or ecface@stic-cil.org or saface@stic-cil.org

Services

What Services Does the Program Provide:	The South EC and SA FACE Centers work under the guidance of the NYSED Office of Special Education to provide Information regarding the special education process including referrals, evaluations and transitions. We strive to enhance family's skills and ability to effectively advocate for their child's needs and work collaboratively with the educational system. We also provide regional learning opportunities, targeted skill groups and intensive partnerships for families, schools and the community.
--	--



SOUTHERN TIER INDEPENDENCE CENTER

Program is located at	135 E. Frederick St. Binghamton, NY 13904
Phone Number	607-724-2111
Email	stic@stic-cil.org
Website	www.stic-cil.org/

What population is served by this program?	Children and adults with all types of disabilities.
What are the program's eligibility requirements?	STIC offers various programs with various eligibility requirements. Each department can assist with eligibility requirements.
How to refer:	Contact STIC's front desk receptionist at 607-724-2111 or stic@stic-cil.org

Services

What Services Does the Program Provide:	<p>Uses a variety of programs to promote independence; inclusion; and community integration of the disabled population.</p> <p>Programs:</p> <ul style="list-style-type: none">● Accessibility Advice● Americans with Disabilities Act Services● Advocacy● Assistive Technology/TRAID (Loan Closet)<ul style="list-style-type: none">○ TRAID--Technology Related Assistance for Individuals with Disabilities● Behavioral Consulting Services and Program Design● Community Habilitation● Community Integration Advocacy● Consumer Directed Personal Assistance: Personal Care at Home● Deaf Services● Education Advocacy● Employment Services/Supported Employment● Family and Community Engagement Centers (FACE)● Housing Assistance● Health Information Program● Independent Living Skills Development● Information & Referral● Interpreter Services
--	--

	<ul style="list-style-type: none">● Open Doors● Navigator Program● Nursing Home Transition and Diversion Waiver Regional Resource Development Center● Parent Mentor Project● Peer Counseling● Professional Counseling● Traumatic Brain Injury Waiver Regional Resource Development Center
--	---



THERAPEUTIC AFTER SCHOOL PROGRAM (TASP)

CHILDREN'S HOME

Program is located at	1182 Chenango St. Binghamton, NY 13901
Phone Number	(607) 242-2715
Website	www.chowc.org/our-services/community-programs/

What population is served by this program?	Boys and Girls between the ages of 7-17 years old that are at risk of out of home placement due to difficulties at school, home, and/or the community.
What are the program's eligibility requirements?	Will need to have a preventive case open at DSS and be at imminent risk of placement to receive services. Some cases are already open and others can be opened once approved for the program. The parent/caregiver and youth must be willing to participate in services; meet with the program social worker and attend the daily program.
How to refer:	Anyone can make a referral by calling LDSS Central Intake at 778-2635. Typically, a service provider involved with the family will make the referral (i.e. DSS caseworker, Probation Officer, Community Therapists, School Social Workers, etc.)

Services

What Services Does the Program Provide:	<ul style="list-style-type: none">• Individual counselling• In-home family counselling• Daily activity based programming• Parenting skills groups• Parents Night Out activity• Advocacy• Transportation and Meals• Community based sports activities such as basketball and baseball• 6-week Summer Program• Educational Support/Homework Help• In-School Behaviour Support Interventions• Field Trips
--	---



TEEN TRANSITIONAL LIVING PROGRAM (TTLP)

CATHOLIC CHARITIES

Program is located at	86-88 Walnut St. Binghamton, NY 13905
Phone Number	(607) 729-9166 (607) 584-7800
Website	https://www.catholiccharitiesbc.org/programs/youth_services/residential.html

What population is served by this program?	Runaway or Homeless youth ages 16-21, males and females, pregnant or parenting and LGBTQ Must meet the HUD definition of homelessness: Homeless, at imminent risk of losing housing within 14 days or fleeing or attempting to flee domestic violence
What are the program's eligibility requirements?	Youth must be between the ages of 16- 21 Do not have a relative to stay with or a safe alternative to a relative Are without proper supervision and care Be willing to either attend school full-time or be employed full-time or a combination of both Display a level of independence that does not require 24-hour supervision Follow program expectations Engage in TTLP Programming
How to refer:	Service Providers or Youth themselves can refer to TTLP Applications are available at our office, can be e-mail or mailed as requested and are also available at area schools Youth need to complete an Application for residency and return it to us Youth must call Coordinated Entry (CE) via 2:1:1 to complete an assessment Once an application is received an interview will be scheduled with the youth

Services

What Services Does the Program Provide:	<ul style="list-style-type: none">• Shelter• Intensive Case Management• Basic Needs• Independent Living Skills• Access to Mental/Physical health care• Linkage to Community resources• Specialized services for parenting/pregnant teens• Recreational Activities• Community service• Aftercare Services• Assistance with educational /vocational needs• Employment services
--	---



YOUTH SERVICES

MOTHERS & BABIES PERINATAL NETWORK

Program is located at	457 State St. Binghamton, NY 13901
Phone Number	607-772-0517 ext.127
Email	https://mothersandbabies.org/

What population is served by this program?	Middle and high school youth through classroom and agency programs Parents, caregivers, caring youth advocates in the community
What are the program's eligibility requirements?	There are no eligibility requirements
How to refer:	Request a program here: https://forms.gle/gtcFMyDGdNEBVOLG9

Services

What Services Does the Program Provide?	<ul style="list-style-type: none">● Provide comprehensive evidence-based pregnancy prevention and life skills education to middle and high school youth.● Provide referrals for youth, parents, school administration, community agencies, etc. for areas they have indicated.● Provide communication workshops for parents, caregivers, school personnel, agency staff on teen related subject areas to help increase overall communication for everyone.● Educate youth and community members through our social media pages. Facebook: @youthservicesmbpn Instagram: @youthservices_mbpn● We are evidence-based, trauma-informed, and inclusive.● Our programs are aligned with state health standards and we work with schools and groups to best meet their needs.● We can offer programming in-person, virtually, and asynchronously.
--	---



AFTER-SCHOOL, SUMMER & RESPITE PROGRAMS

BROOME COUNTY URBAN LEAGUE

Program is located at	Calvin Coolidge Elementary School, Binghamton, NY Two Rivers Community Center Johnson City
Phone Number	(607) 723-7303 ext. 104
Website	www.bcul.org

What population is served by this program?	All children of Broome County
What are the program's eligibility requirements?	Children must be 5-13 yrs. 5-21 yrs. with OPWDD eligibility
How to refer:	Contact Broome County Urban League at website or call the number provided

Services

What Services Does the Program Provide:	<p>After-School & Summer Childcare</p> <ul style="list-style-type: none">• Physical and academic activities• Homework assistance• Life skills through play <p>Encourage youth to participate in community outreach</p> <p>Scholarships available to assist families with program fees for school year program (September - June)</p> <p>Respite Care Reimbursement</p> <ul style="list-style-type: none">• Provides reimbursement for up to 25 hours/month for a family with a member who has special needs and would like to utilize a respite caregiver• Need a letter of determination from OPWDD
--	---



CARE COORDINATION ORGANIZATION (CCO)

LIFEPLAN CCO, LLC

Program is located at	1249 Upper Front Street Binghamton, NY 13905
Phone Number	607-930-4845
Website	www.lifeplanccony.com/

What population is served by this program?	Individuals receiving OPWDD services
What are the program's eligibility requirements?	OPWDD eligibility determined by intellectual or developmental disabilities
How to refer:	Call the phone number or connect through the website (as listed above)

Services

What Services Does the Program Provide:	<p>Health Home Care Management assists individuals with intellectual and developmental disabilities and their families to lead meaningful lives by obtaining necessary supports. LifePlan CCO is driven to help members choose the life they want to live and focus on a person-centered approach, community inclusion, participation, independence and self-direction.</p> <p>We work to deliver improved healthcare, personal and social supports, improved care for chronic conditions and improved access to preventative care.</p>
--	---



Office for People With Developmental Disabilities

FRONT DOOR

Program is located at	Region 2 Broome Developmental Disabilities Regional Office (DDRO) 249 Glenwood Road (4E) Binghamton, NY 13905
Phone Number	(607) 240-4900 Broome District Front Door Line
Email	brm.fd.intake@opwdd.ny.gov
Website	www.opwdd.ny.gov

What population is served by this program?	Individuals diagnosed with qualifying OPWDD diagnosis before age 21 that impairs/handicaps daily functions.
What are the program's eligibility requirements?	<p>All 4 conditions must be met:</p> <ol style="list-style-type: none">1. A qualifying OPWDD diagnosis, such as Autism, Intellectual Disability, Neurological Impairment, Epilepsy, Cerebral Palsy, etc.2. The age of onset of this condition (must be prior to the age of 22).3. The likelihood that this condition or conditions will continue indefinitely.4. That there is evidence of significant impairment or substantial handicap to the individual's ability to function in society without supports. <p><u>Eligibility Determination-Documentation:</u></p> <ul style="list-style-type: none">• Transmittal for Determination of Eligibility for OPWDD Services• All psychological evaluations (school, ACCES-VR /formerly VESID, etc.) which include an assessment of intellectual functioning. Intelligence Quotient scores should be included.• Assessment of adaptive functioning if one is not included in the psychological evaluation noted above.• Relevant medical reports supporting diagnosis• Psychiatric reports, including past involvement with any mental health agency.• Psycho-social report, social history, or other background information indicating the presence of developmental disability prior to age 22 (if not included in the psychological evaluation noted above (2).• Educational records, including IEP's, report cards, transcripts, etc.• Adult or Child Social History as applicable.• Physical Examination within last year, <u>not</u> sports physical.• Any other documentation which verifies the age of onset of significant function limitations prior to the age of 22.



	If you do not have the required documentation as noted above, this is an indicator that you should arrange to have these evaluations completed/obtain copies of the required documents prior to contacting the Front Door.
How to refer:	Phone: (607) 217-6602 Email: brm.eligibility@opwdd.ny.gov

Services

What Services Does the Program Provide:	Services are available to OPWDD eligible individuals and their families based on an assessment of identified needs. Service options may include: Employment Services, Respite Services, Habilitative Services, Family Support Services, Residential Services and Self-Directed Service Options.
--	---



HILLSIDE WORK-SCHOLARSHIP CONNECTION

HILLSIDE CHILDREN'S CENTER

Program is located at	Binghamton High School
Phone Number	(607) 762-8200 (Binghamton High School)
Website	https://hillside.com/services/hw-sc/binghamton-union-endicott/

What population is served by this program?	At-risk high school students
What are the program's eligibility requirements?	Must be enrolled at BHS, and be identified as having academic and behavioral difficulties
How to refer:	Referrals can include administration, teacher, parent, peer, community partner

Services

What Services Does the Program Provide:	<p>Hillside Work-Scholarship Connection helps Binghamton High School students stay in school, earn their high school diplomas and prepare for higher education or employment.</p> <p>The program offers 360-degree support from school-based youth advocates who help them develop good habits, acquire social skills, and achieve their potential for success at home, in school and at work.</p> <p>Hillside Work partners with many local businesses to link HWSC students with individualized resources and experiences to support their futures.</p> <p>The program also supports post-secondary support services for students as well.</p>
--	--



TIER 1 PROACTIVE INTERVENTIONS

BINGHAMTON CITY SCHOOL DISTRICT

Academic Choice	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input type="checkbox"/> Counselor Intervention <input type="checkbox"/> Restorative Intervention	Students make thoughtful choices about what they learn (content/plan), how they learn (process/work time) and reflect on their learning/work (reflection).
Activators	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input type="checkbox"/> Counselor Intervention <input type="checkbox"/> Restorative Intervention	Class participation to transition to a new topic/activity, a way to motivate students/opening activity in Community Circle.
Active Listening	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input checked="" type="checkbox"/> Restorative Intervention	The act of summarizing another person's ideas, opinions, or point of view in your own words. This demonstrates that you not only have heard the student's comments, but that you have grasped his or her opinions so clearly that you can repeat them back to the satisfaction of the speaker. Example: "Let me be sure that I understand you correctly..."
Alternate Seating	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input type="checkbox"/> Counselor Intervention <input type="checkbox"/> Restorative Intervention	Small changes in position and/or view can freshen a student's resolve, energy level, interest, and motivation. Provide the student with choices, like standing while working, sitting on feet, on their knees, or similar configurations that will not be too distracting to other students.
"Brain Gym" exercises	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input type="checkbox"/> Counselor Intervention <input type="checkbox"/> Restorative Intervention	Kinesthetic – "Brain buttons," "Cross crawl," "Hook ups."
Breaks--to refocus	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input checked="" type="checkbox"/> Restorative Intervention	To allow students time away from a stressful or potentially stressful situation - whole group or individualized examples: run an errand, stretching/motor movement.
Buddy Teacher--Time Out	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input type="checkbox"/> Counselor Intervention <input type="checkbox"/> Restorative Intervention	Non-punitive strategy – a pair of teachers, close in location, that assist each other with time-out. Once calm, the student is welcomed back to the original classroom – reduces stigma; allows time to talk later.



Build and Bridge	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input checked="" type="checkbox"/> Restorative Intervention	<p>The cultural knowledge that needs to be developed and connected to academic use, within the school context, after students' cultures have been validated and affirmed</p> <ul style="list-style-type: none"> • Building—understanding and recognizing the cultural and linguistic behaviors of students and using those behaviors to foster rapport and relationships with them • Bridging—providing the academic and social skills students will need to have success beyond the classroom; evident when students demonstrate they can navigate school and mainstream culture successfully
Check-ins	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input type="checkbox"/> Counselor Intervention <input type="checkbox"/> Restorative Intervention	Start and end-of-class check-ins with students who need additional support and encouragement.
Class Meetings	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input type="checkbox"/> Counselor Intervention <input type="checkbox"/> Restorative Intervention	Greeting, sharing, group activity – leads to establishing trust, active engagement, exploring and practicing social-emotional skills.
Classroom Management System	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input type="checkbox"/> Counselor Intervention <input type="checkbox"/> Restorative Intervention	reinforces positive behavior, and supports the reflective practice for negative behaviors displayed, often paired with logical consequences.
Classroom Restorative Circles/Patriot Connection	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input type="checkbox"/> Counselor Intervention <input checked="" type="checkbox"/> Restorative Intervention	Restorative Circles are facilitated in three stages designed to identify the key factors in the conflict, reach agreements on next steps, and evaluate the results. As circles form, they invite shared power, mutual understanding, self-responsibility, and effective action.
Collaborative Communication	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input checked="" type="checkbox"/> Restorative Intervention	Problem solving communication with grade level teams, support staff, service providers, administrators and/or community supports and resources about behavioral concerns.
Community Building Circles	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input type="checkbox"/> Counselor Intervention <input checked="" type="checkbox"/> Restorative Intervention	Can be used for building community, repairing harm, decision-making, teaching content, reintegrating someone who's been gone and checking in with one another. Circles allow every voice to be heard, creating a safe atmosphere for all students. A talking piece is used so all participants focus and respect the individual who is speaking.



Consistent Home Communication	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input checked="" type="checkbox"/> Restorative Intervention	addresses the concern, involves the family, leading to a strengthened school/home relationship. Phone call, email, classroom newsletters, Friday reports, communication log, Class Dojo, Remind.
Corrective Consequences	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input checked="" type="checkbox"/> Restorative Intervention	Support students to correct unwanted behavior in the moment, and to learn, practice, and rehearse desired target behaviors; or correct, revise, redo, and finish incomplete and below-standard academic work.
Culturally Responsive	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input checked="" type="checkbox"/> Restorative Intervention	Used as a foundational philosophy/lens rather than an intervention and should be part of core best-practice. An approach to living life in a way that practices the validation and affirmation of different cultures for the purposes of moving beyond race and moving below the superficial focus on culture.
Effective Teacher Talk	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input type="checkbox"/> Counselor Intervention <input type="checkbox"/> Restorative Intervention	Clear, Simple, Direct – invites cooperation and self-correction when problematic behaviors occur. <ul style="list-style-type: none"> ● Reinforcing – Names a concrete/specific behavior – observe and give feedback, not “thanks.” ● Reminding – Students need to remember expectations – proactive, positive reminders (think ahead), and reactive reminders (when student begins to get off target). ● Redirecting – Non-negotiable instructions, positive, direct, firm statements. Naming the desired behavior = self-correcting behavior(s). Help student identify the specific behavior
Energizers	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input type="checkbox"/> Counselor Intervention <input type="checkbox"/> Restorative Intervention	Class participation to transition to a new topic/activity, a way to motivate students
Establishing Norms and Expectations	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input type="checkbox"/> Counselor Intervention <input type="checkbox"/> Restorative Intervention	Developed by consensus where everyone participates and everyone agrees. Those agreements should be posted. When things start to go awry, pointing to the posted agreements, or reviewing them as a class, reminds students and teacher(s) of their agreements.
Gatherings	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input checked="" type="checkbox"/> Restorative Intervention	Welcome and acknowledge the group and invite all to participate. They are essential for building a cohesive classroom community.



"I" Centered statements	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input checked="" type="checkbox"/> Restorative Intervention	Can reduce the potential that teacher criticism will lead to student confrontation. I centered statements reflect only the instructor's opinions and view. For example, rather than telling a student, "You are always disrupting class with your jokes!" You may say, "I find it difficult to keep everybody's attention when there are other conversations going on in the classroom. That's why I need you to open your book and focus on today's lesson."
Interactive Modeling	<input type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input checked="" type="checkbox"/> Restorative Intervention	Is a simple, 7-step strategy that can be used to teach routines, social - emotional skills, and academic skills.
Kagan Structures	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input type="checkbox"/> Counselor Intervention <input type="checkbox"/> Restorative Intervention	Kagan Structures involve cooperative interaction, and are designed to efficiently produce engagement, positive social interactions, and achievement because they incorporate four basic principles... the PIES principles: Positive Interdependence, Individual Accountability, Equal Participation, and Simultaneous Interaction.
Kid Talk Protocol	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input checked="" type="checkbox"/> Restorative Intervention	Process used when a teacher collaborates with colleagues to focus on one student's problems and issues, in order to develop shared strategies and problem-solve effective interventions for the student.
Logical Consequences	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input type="checkbox"/> Counselor Intervention <input type="checkbox"/> Restorative Intervention	Consequences should be reasonable, and match the severity of the offense or behavior. The consequence should follow PBIS teaching/modeling/ practice. There should be no warnings and do not engage in conversations and provide a consequence upon first negative behavior.
Loss of Privilege	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input type="checkbox"/> Restorative Intervention	As privilege opportunities develop, students demonstrate responsibility to then regain trust/privileges.
Morning Meeting	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input type="checkbox"/> Counselor Intervention <input type="checkbox"/> Restorative Intervention	(songs, movement) Greeting, sharing, group activity – leads to establishing trust, active engagement, exploring and practicing social-emotional skills.



Morning Message	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input type="checkbox"/> Counselor Intervention <input type="checkbox"/> Restorative Intervention	provides a transition to the academic day and reinforces community.
Nonverbal Cues	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input type="checkbox"/> Counselor Intervention <input type="checkbox"/> Restorative Intervention	a discreet and quick method to create a working relationship with a student without calling attention to the student in a negative manner. Use cues like smiles, thumbs up, nodding head “yes” to praise students for correct behaviors, participation, or to reassure them and encourage them. Use simple cues like shaking head “no,” raising eyebrows, giving a “one minute” finger signal, to redirect students or give directives.
PBIS Rollout	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input checked="" type="checkbox"/> Restorative Intervention	Positive Behavioral Intervention and Supports is an evidence-based three-tiered framework to make schools more effective places. It establishes a social culture and the behavior supports needed to improve social, emotional, behavioral, and academic outcomes for all students. Building wide and classroom specific.
Personal Accountability	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input checked="" type="checkbox"/> Restorative Intervention	When unwanted behaviors persist, accountable consequences are done by the student with the support of an adult. The intention is to help students take responsibility for their behavior or academic problems; understand the effects of their behavior on themselves and others; and learn and practice behaviors that are more skillful, responsible, and productive.
Personal Conferencing	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input checked="" type="checkbox"/> Restorative Intervention	Used as a critical structure for discussing and resolving student problems. Conferencing can take on many forms—from a one minute check-in to an extended conference with the student outside of class; to a parent conference, either face to face or by phone. Personal conferencing can also include a multi-party meeting with the student, parent, and/or other staff and administrators – Restorative.
Problem-solving Place	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input checked="" type="checkbox"/> Restorative Intervention	(Positive) Time-out – Non-punitive: to get back on track, student should be welcomed back, then take a break to refocus. Used when a teacher needs to remove a student temporarily to defuse, reflect, and problem solve.



Positive Teacher Language	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input type="checkbox"/> Counselor Intervention <input type="checkbox"/> Restorative Intervention	Clear, simple, direct.
Proximity to Students	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input type="checkbox"/> Counselor Intervention <input type="checkbox"/> Restorative Intervention	Can be used to communicate care and concern, while being a subtle redirection technique. When giving directions, maintain proximity to at-risk students. Vary your teaching in a manner that will allow you to walk around the classroom.
Random Positive Attention	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input checked="" type="checkbox"/> Restorative Intervention	Nonverbal cues (eye contact, thumbs up, pat on shoulder. “Check-ins”–Ignore student attention-seeking behaviors, while randomly giving the student positive attention at the same time.
Redirecting	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input type="checkbox"/> Counselor Intervention <input type="checkbox"/> Restorative Intervention	Non-negotiable instructions, positive, direct, firm statements–name the desired behavior.
Reinforcing	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input checked="" type="checkbox"/> Restorative Intervention	Name a concrete/specific behavior – observe, give feedback, but not “thanks.”
Reminding	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input checked="" type="checkbox"/> Restorative Intervention	Students need to remember expectations – Proactive Reminders (think ahead) and Reactive Reminders (beginning to get off target).
Reparation/ Restorative Approach	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input checked="" type="checkbox"/> Restorative Intervention	You broke it, you fix it.” Example: drawing on desk, help to clean it up – Not punitive or humiliating. Require a natural/logical consequence.
Respect Agreements	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input type="checkbox"/> Counselor Intervention <input checked="" type="checkbox"/> Restorative Intervention	What does respect look like? What does it sound like? Includes: student respecting student; student respecting teacher; teacher respecting student; all respecting school facilities and equipment. Once agreement is developed, check with class to make sure everyone agrees that it contains everything that is important to those included. Discuss what will happen if the Respect Agreement is violated. When a consensus has been reached, have everyone sign it, and post it where it can easily be seen and referenced.



Responsive Listening PEARS	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input checked="" type="checkbox"/> Restorative Intervention	Active listening increases a sense of connection with students and reduces potential conflicts and misunderstandings. P – Paraphrase the facts; E – encourage the person to speak; A – ask questions that help clarify the problem and foster self-awareness, self-reflection and self-assessment; R – reflect on feelings to defuse highly charged emotions; S – solve the problem if the person is ready to change and make a plan.
Role-playing	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input type="checkbox"/> Restorative Intervention	<p>The acting out (or performance of) a particular role/strategy to teach appropriate routines, social-emotional skills and academic skills.</p> <p>This can occur during Patriot Period activities.</p>
Restorative Consequences	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input checked="" type="checkbox"/> Restorative Intervention	“You broke it, you fix it.” Help to repair harm done, mend relationships, restore one’s good standing, or otherwise make things right. Example: a student draws on a desk, helps to clean it up—not punitive/humiliating, but a natural/logical consequence.
Rules Creation	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input type="checkbox"/> Counselor Intervention <input type="checkbox"/> Restorative Intervention	Rules should be completed through a conference with the interventionist and student. When students consistently connect the rules with some desire of their own, they are more likely to feel that the rules are fair and valuable, and they are more apt to follow them willingly.
Sensory Toolbox	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input checked="" type="checkbox"/> Restorative Intervention	Provide students with items/tools that they can use to regulate their current Zone. The toolbox can include tools to stimulate students in the blue zone and tools to calm when in the yellow or red zone. Several tools can be available to help the student maintain the green zone.
Self-Monitoring	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input checked="" type="checkbox"/> Restorative Intervention	Requires that the student be an active participant in the intervention, with responsibility for measuring and evaluating his or her behaviors. The student must first learn the teacher's behavioral expectations, then increase or decrease displayed behavior.



Situational Appropriateness	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input checked="" type="checkbox"/> Restorative Intervention	Is the concept of determining which cultural or linguistic behaviors are most appropriate for a situation - successfully navigating our school culture.
Size of the Problem Strategy	<input type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input checked="" type="checkbox"/> Restorative Intervention	Students learn how to analyze a situation and rationalize how big a problem it is. Students will learn that the size of their reaction must match the size of the problem.
Social Emotional Learning (SEL) Curriculum	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input checked="" type="checkbox"/> Restorative Intervention	SEL focuses on building life skills and social competence. Constructed lessons occur during Patriot Period. They follow the Positivity Project format or are created by the building's Restorative Coach. "No Place for Hate" curriculum is used at the high school.
"Stop, Walk, Talk" Technique	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input type="checkbox"/> Restorative Intervention	The technique consists of teaching students to use three simple and progressive steps: indicating through words and gestures to stop, walk away if the problem continues, and finally, talk to an adult if the issue is still not resolved.
Student Reflection	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input checked="" type="checkbox"/> Restorative Intervention	Reflection is an effective tool to use when a student is displaying unacceptable (or acceptable) behaviors and can be used in conjunction with the Class Rules. Reflection sheets can be used to help correct undesired behaviors or, alternatively, to reinforce those students following the rules and exhibiting expected and desired behaviors.
Student Reflective Consequences	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input checked="" type="checkbox"/> Restorative Intervention	An effective tool to use when a student is displaying unacceptable (or acceptable) behaviors. It can be used in conjunction with the class rules. Reflection sheets help correct undesired behaviors or, conversely, reinforce the positive actions of students following the rules, and those exhibiting expected and desired behaviors. Reflective Consequences should be supported by an adult, specifically to monitor and support desired changes in behavior.
Sunshine Calls/Notes	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input type="checkbox"/> Counselor Intervention <input type="checkbox"/> Restorative Intervention	Share with the parent something the student has done well and/or something you appreciate about the child. Seen as a powerful connector between teacher, parent and student.



Talk Tickets	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input checked="" type="checkbox"/> Restorative Intervention	Assures the student that he or she will have a chance to talk through a situation while allowing the teacher to schedule a meeting with the student for a time that does not disrupt classroom instruction.
Teach Conflict Resolution Strategies	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input checked="" type="checkbox"/> Restorative Intervention	Enables and empowers students to be more independent and highly functioning, reducing teacher's time spent "putting out fires." Improves self-confidence and reduces tattling, bickering, and disruptions.
Teaching of Zones	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input type="checkbox"/> Counselor Intervention <input type="checkbox"/> Restorative Intervention	<p>Introduce the students to the 4 Zones used to categorize the different emotions and states of alertness people experience. There are 4 zones that will be used to describe how your brain and body feel.</p> <ul style="list-style-type: none"> • Blue Zone – Your body is running slow, such as when you are tired, sick, sad or bored. • Green Zone – This is when you're "good to go". You may feel happy, calm and focused. • Yellow Zone – This is when you start to lose control, such as when you are frustrated, overwhelmed, silly, excited, worried, anxious or surprised. Proceed with caution and slow down. • Red Zone – This is when there are extreme emotions such as terror, uncontrolled anger, aggression and elation. You're out of control, have trouble making good decisions and must S T O P. <p>These are used frequently in self-contained special education classrooms; however, others trained in the zones can implement them at any time.</p>
Tools for Calming	<input type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input type="checkbox"/> Restorative Intervention	<p>Visuals to help calm the body and mind. Students will gain insight into how calming techniques help regulate zones and which tools help regulate themselves.</p> <ul style="list-style-type: none"> • Six Sides of Breathing • Lazy 8 Breathing • My calming sequence visual



Validate and Affirm	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input checked="" type="checkbox"/> Restorative Intervention	<p>Used as a foundational philosophy/lens rather than an intervention and should be part of core best-practice. Understanding the complexity of culture and the many forms it takes (including age, gender, and social class), which will then create opportunities for making meaningful experiences in school</p> <ul style="list-style-type: none"> ● Validation - the intentional and purposeful legitimization of the home culture and language of students ● Affirmation - the intentional and purposeful effort to reverse the negative stereotypes of non-mainstream cultures and languages portrayed in historical perspectives
Verbal Prompts	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input type="checkbox"/> Counselor Intervention <input type="checkbox"/> Restorative Intervention	Support students' cooperation and self-correction before unwanted behaviors become a serious distraction or disruption to learning.
Visual Schedules	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input type="checkbox"/> Counselor Intervention <input type="checkbox"/> Restorative Intervention	Whole class or individualized – smooth transitions; decrease anxiety; set expectations.
“Whole Brain” Techniques/ Procedures	<input type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input type="checkbox"/> Restorative Intervention	The brain learns in five ways, by seeing, saying, hearing, doing, and feeling. When you teach the rules with the Whole Brain signs, your students' brains are maximally operative. They see the signs, hear the rules, say the rules, and make the gestures.



TIER 2 PROACTIVE INTERVENTIONS

BINGHAMTON CITY SCHOOL DISTRICT

Check In/Check Out (CICO)	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input type="checkbox"/> Counselor Intervention <input type="checkbox"/> Restorative Intervention	<p>Students check in daily with an assigned adult at the start of the school day to retrieve a goal sheet and encouragement from the adult. Teachers provide feedback throughout the day by writing comments on the sheet. Students check out at the end of the day with the same adult and turn in the goal sheet. At the end of a specified number of weeks, students will work with their assigned adult to reflect on goals and possibly create new ones.</p> <ul style="list-style-type: none">• Mostly used for Attendance but can be used for simple behaviors• Can have motivational incentives tied to it
Daily/Weekly Behavior Form	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input type="checkbox"/> Counselor Intervention <input type="checkbox"/> Restorative Intervention	<p>This form is used to hold students accountable for daily expectations. It provides structure, routine, consistency, and organization while promoting self-responsibility.</p> <ul style="list-style-type: none">• Works best when connected with home/school communication
Daily Conduct Card	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input type="checkbox"/> Counselor Intervention <input type="checkbox"/> Restorative Intervention	<p>This is used when students need close monitoring on a targeted behavior. The student meets with an assigned adult to discuss the specific behaviors that need to stop and agree upon desired replacement behaviors the student will begin using.</p> <p>A strategy for how to remind the student of negative behaviors will be determined as well.</p>
Individual Visual Schedule	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input type="checkbox"/> Counselor Intervention <input type="checkbox"/> Restorative Intervention	<p>This is a strategy to help students transition more smoothly, decrease anxiety and establish expectations for appropriate behaviors.</p>
Informal Behavior Plan	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input checked="" type="checkbox"/> Restorative Intervention	<p>This is a more intensive intervention and monitoring process to increase support around the student. This provides an individualized plan for student addressing targeted behavior (s) in specific manner(s).</p> <p>This plan could include a consultation with the School Psychologist and actively involves teachers, support staff, student and parents/guardians.</p>



Inner Coach vs. Inner Critic	<input type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input type="checkbox"/> Restorative Intervention	Students are taught how to provide positive self-talk statements for circumstances they find leads them to a less regulated state. They will understand how the use of the Inner Coach can help regulate their zone. This work with the student could occur with a teacher, counselor or Restorative Coach.
Logical Consequences	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input checked="" type="checkbox"/> Restorative Intervention	Consequences should be reasonable, and match the severity of the offense or behavior. The consequence should follow PBIS teaching/modeling/practice. There should be no warnings and do not engage in conversations and provide a consequence upon first negative behavior.
Mentoring (w/Staff Member)	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input checked="" type="checkbox"/> Restorative Intervention	Mentors serve as a source of accountability, encouragement, support and advocacy. Mentors should be consistent, supportive, encouraging, and engaged. Mentor/mentee relationships are about connecting and establishing a rapport, forming a trusting relationship, and using active listening with students. Mentors should help students to set goals, develop plans, and solve problems. Meetings should be occurring at minimum 1x/week for at least 15 minutes.
Non-Verbal Cues/Signals	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input type="checkbox"/> Counselor Intervention <input type="checkbox"/> Restorative Intervention	<p>A discreet and quick method to create a working relationship with a student without calling attention to the student in a negative manner.</p> <ul style="list-style-type: none"> • Use cues like smiles, thumbs up, nodding head “yes” to praise students for correct behaviors, participation, or to reassure and encourage them. • Use simple cues like shaking head “no,” raising eyebrows, giving a “one minute” finger signal to redirect students or give directives.
Organizational Tools	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input type="checkbox"/> Restorative Intervention	These tools provide increased order for the student, mentally and logistically. They improve student awareness of belongings, papers, and supplies. They promote work completion and returning/handing in of work.
Peer Mediators	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input checked="" type="checkbox"/> Restorative Intervention	Peer mediation is a voluntary process in which a student trained as a neutral third party helps other students in conflict get clear about their concerns, better understand one another, and come to a mutual agreement about how they want to handle their issues. Students mediate situations under the supervision of a teacher, counselor, or Restorative Coach.



Restorative Attendance Circles	<input type="checkbox"/> Teacher/Classroom Intervention <input type="checkbox"/> Counselor Intervention <input checked="" type="checkbox"/> Restorative Intervention	Attendance circles are only used in grades 4 through 12. They are facilitated by BCSD's Restorative Practice Coordinators. Circles offer opportunities to problem-solve and focus on why attendance matters paired with high encouragement and nurture. Coordinators will provide consistent expressions of empathy for the student and collaboration to work toward personal growth with attendance.
Restorative Conferences	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input type="checkbox"/> Counselor Intervention <input checked="" type="checkbox"/> Restorative Intervention	Restorative conferences can be conducted as a group or individually. They enable those who have been harmed or violated to share feelings, needs, and grievances. Restorative conferencing provides specific pathways to repair harms by bringing together those who are affected by misbehavior in a dialogue to address concerns, achieve understanding, and come to agreement about setting things right. Conferencing involves amends-making and accountability.
Reward System	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input type="checkbox"/> Restorative Intervention	Rewards should be individualized and used to reinforce positive behaviors and expectations, providing students with positive feedback. Typically, rewards should produce immediate and quick results. They should provide a concrete visual reason for students to work toward behavioral and academic goals.
Rules Creation	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input type="checkbox"/> Counselor Intervention <input type="checkbox"/> Restorative Intervention	Rules should be completed through a conference with the interventionist and student. When students consistently connect the rules with some desire of their own, they are more likely to feel that the rules are fair and valuable, and they are more apt to follow them willingly.
Sensory Tools/ Toolbox	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input type="checkbox"/> Restorative Intervention	Some children's behaviors are due primarily to sensory issues. Therefore, simple sensory interventions can greatly alleviate these behavioral barriers. Providing students with sensory stimulation could lead to results in increased work production, on task behavior, and improved focus and attention. **Recommended by OT



Self Monitoring	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input checked="" type="checkbox"/> Restorative Intervention	Requires that the student be an active participant in the intervention, with responsibility for measuring and evaluating his or her behaviors. The student must first learn the teacher's behavioral expectations, then increase or decrease displayed behavior.
Size of the Problem Strategy	<input type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input checked="" type="checkbox"/> Restorative Intervention	Students learn how to analyze a situation and rationalize how big a problem it is. Students will learn that the size of their reaction must match the size of the problem.
Social Skills Group	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input checked="" type="checkbox"/> Restorative Intervention	Improves student interactions, improving daily social functioning. Teaches students essential life skills, increasing self-confidence, self-concept, and self-esteem
Social Stories	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input type="checkbox"/> Restorative Intervention	Personalized – Used when a student fails to grasp social norms, routines, and expectations. Helps teach students routines, expectations, and behavioral standards in an alternative way, reinforcing corrective behavior. Information is presented in a story format, providing visual examples of behavior expectations.
Structured Breaks	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input type="checkbox"/> Counselor Intervention <input type="checkbox"/> Restorative Intervention	Refocus/Eliminate Power Struggle/Cool Down Time – To allow students time away from a stressful or potentially stressful situation. Individualized examples: run an errand, stretching/gross motor movement break. Adults explain the process to the student and have them practice it before implementation. Students or teachers may initiate a break, though it is best when the students can identify the need for, and take breaks, appropriately.
Student Phone Calls	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input checked="" type="checkbox"/> Restorative Intervention	Student calls parent, in the presence of a classroom teacher and/or administrator, to discuss the displaying of chronic, unwanted behaviors.
Targeted Interactive Modeling	<input type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input type="checkbox"/> Restorative Intervention	A simple, 7-step strategy that can be used to teach routines, social–emotional skills, and academic skills.
Targeted Re-teaching of Behavior Expectations	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input checked="" type="checkbox"/> Restorative Intervention	Assists with retaining and understanding expectations, making learning direct and concrete.



Targeted Role Playing	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input checked="" type="checkbox"/> Restorative Intervention	<p>The acting out or performance of a particular role/strategy to teach appropriate routines, social–emotional skills, and academic skills.</p> <p>This can occur in Patriot Period through the Positivity Project or No Place for Hate activities. Restorative Coaches can provide activities for role playing as well.</p>
Targeted Skill--Relaxation Techniques	<input type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input type="checkbox"/> Restorative Intervention	<p>Provides students with a way to manage their own feelings and emotions, increasing instructional time when students can calm themselves and utilize coping skills. Assists with improving student focus and attention. Proven to have positive physiological benefits, including improved blood flow, oxygen and endorphin levels, as well as decreased cortisol or “stress hormone” levels.</p>
Targeted Social Emotional Learning	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input type="checkbox"/> Restorative Intervention	<p>Social Emotional Learning (SEL) focuses on building life skills and social competence.</p>
Teach Conflict Resolution Strategies	<input type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input checked="" type="checkbox"/> Restorative Intervention	<p>Enables and empowers students to be more independent and highly functioning, reducing teacher’s time “putting out fires.” Improves self-confidence and reduces tattling, bickering, and disruptions. This strategy generally targets a specific skill area.</p>
Tools for Calming	<input type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input type="checkbox"/> Restorative Intervention	<p>Visuals to help calm the body and mind. Students will gain insight into how calming techniques help regulate zones and which tools help regulate themselves.</p> <ul style="list-style-type: none"> • Six Sides of Breathing • Lazy 8 Breathing • My calming sequence visual
Written Agreements/ Behavior Contracts	<input checked="" type="checkbox"/> Teacher/Classroom Intervention <input checked="" type="checkbox"/> Counselor Intervention <input checked="" type="checkbox"/> Restorative Intervention	<p>Holds students accountable, provides structure, routine, consistency, and organization. Promotes self-responsibility, thus increasing student motivation and effort. Leads to improved school/home communication.</p>



TIER 3 PROACTIVE INTERVENTIONS

BINGHAMTON CITY SCHOOL DISTRICT

Agency Referrals	Provide students in need with a means to access appropriate services through an outside agency. School social workers, school counselors, and/or school psychologists can assist with or make referrals.
Alternative Discipline	<p>Progressive Discipline- Providing alternatives to suspensions can be much more effective in getting students' behavior to change. Alternatives must be discussed with a student before implementation.</p> <ul style="list-style-type: none">• In-school suspension• Restorative Conference/Restitution• Counseling--targeted skill• Detention
Behavior Contract with Conferencing	Holds students' accountable, providing structure, routine, consistency, and organization. Promotes self-responsibility, increasing student motivation and effort. Leads to school/home communication.
Behavior Intervention Plan (BIP)	Provides more intensive intervention and monitoring, increasing support around students. Provides an Individualized plan for success. Plan addresses targeted issues in a specific manner. The plan actively involves teachers, support staff, students, and parents (those referred to CSE, or those currently with a 504 plan that will result in an IEP).
Behavior Meetings	Provides constant, updated, and relevant information for managing behaviors in school and at home; providing valuable data and information on updating behavior plans, functional behavior assessments, and other behavior modifications and interventions. Also forces disengaged and inactive parents into the behavior planning and intervention process and helps make parents more responsible for addressing the student's behavior(s), including following through with consequences and rewards.
CSE Referral	School Psychologist will assist with this process. Can be initiated through an RtI recommendation.
Functional Behavior Assessment (FBA)	<p>Helps identify the root causes, functions, and unsupervised or unstructured settings. If the student is having issues before or after school, this strategy may also be utilized, requiring the student to come to school either early or after the starting bell rings, and requiring them to remain in the school office or classroom at the end of the day until all other students have left.</p> <p><i>**This is used for identified special education students only.</i></p>



Re-Entry Conference	Creates a marker between what happened in the past and a fresh start. The student needs to communicate what will be different upon his or her return to the classroom. Students will identify different choices they will make so the unwanted behaviors are not repeated. School expectations will be reviewed, and behavior will be monitored. Staff should communicate their confidence that a student can change, while providing support to make it happen.
Restorative Conference	Enable those (individuals or a group) who have been harmed or violated to air and share feelings, needs, and grievances. Restorative conferencing provides specific pathways to repair harms by bringing together those who are affected by misbehavior in a dialogue to address concerns, achieve understanding, and come to agreement about setting things right. Conferencing involves amends-making and accountability.
Structured Time Out	Provides students with a consistent and predictable consequence that is structured and is always the same procedure. Efficient way to deal with behavior problems and disruptions, maintaining a log of timeouts for data tracking and analysis. In-class and out-of-class time-outs may be utilized as a progressive discipline system, where the student first receives an in-class time out for a brief period, then on the next offense, they receive a longer out-of-class time out.
Student Success Plan/Re-Entry Conference	<p>A student driven process where students recognize behavior areas that are in need of improvement. Used when re-entering school after a level 2 and/or 3 discipline referrals.</p> <p>Students may be assigned to a Community Partner as part of a re-entry plan.</p>

****Note:** Administrators can make referrals to any Tier 3 Intervention service or support beneficial to the student.



LIBERTY PARTNERSHIP PROGRAM

BINGHAMTON UNIVERSITY

Program is located at	Binghamton High School East Middle School West Middle School
Phone Number	(607) 777-4187 (Liberty Partnership) (607) 762-8300 (East Middle School) (607) 762-8400 (West Middle School) (607) 762-8200 (Binghamton High School)
Website	www.libertyatbinghamton.com/

What population is served by this program?	Middle and High school students
What are the program's eligibility requirements?	As consistent with NYSED requirements, the criteria used to select BU/LPP students include at least one of the following: <ul style="list-style-type: none">● unsatisfactory academic performance● inconsistent school attendance● history of child abuse or neglect● homelessness/residence in a shelter● history of substance abuse● behavior/discipline problems● limited English proficiency● teenage pregnancy or parenting● negative peer pressure● other documented factors that indicate the need for services as specified by the Liberty Partnerships Program.
How to refer:	Referrals of LPP students can include administration, teacher, parent, peer, community partners, and themselves Referrals should be directed to the LPP Academic Counselor in the student's assigned school.



Services

What Services Does the Program Provide:

Our Mission:

The Liberty Partnerships Program (LPP) provides a comprehensive set of supports and services to help ensure that our middle and high school students graduate and are fully prepared for the rigors of post-secondary education, work and life. We help our most vulnerable students achieve both personal and academic success by providing support, intervention and guidance during difficult transition periods and throughout their school career.

Services include:

- Social and emotional assessment
- support and skill development
- individual, family and group counseling
- workforce development
- leadership development
- civic engagement
- development of personal learning plans
- college and career preparation
- tutoring/mentoring
- academic support



MENTORING

BINGHAMTON CITY SCHOOL DISTRICT

Program is located at	East Middle School on Monday/Tuesday West Middle School on Wednesday/Thursday
Phone Number	(607) 762-6330 (East Middle School) (607) 762-8400 (West Middle School)
Contact	Glen McIver mciverg@binghamtonschoools.org

What population is served by this program?	Middle school students
What are the program's eligibility requirements?	Student Entrance Interview Must come to school everyday, except when sick Attend ALL classes
How to refer:	Referrals made through building SST and RtI programs. School Counselors and social workers can also make referrals to this program

Services

What Services Does the Program Provide:	<p>The Mentoring Program provides support, guidance, and opportunities to help youth succeed in life and meet their goal. The purpose of the mentoring program is to allow the mentoring consultant to work closely with students, teaching them the parallel of excellent attendance and academic performance. While preparing students for their BHS experience, The Mentor Consultant assists with mapping out a success plan for high school graduation, post secondary education and or job force opportunities.</p> <p>Program Highlights:</p> <ul style="list-style-type: none">• With guidance, students create short and long-term academic goals• Focus on developing social skills and leadership skill development• Empower a positive mindset and personal growth• Establishes what good attendance patterns are and how to achieve them
--	--



PROJECT ADVENTURE/YOUTH EMPOWERMENT

LOURDES HOSPITAL VIA BINGHAMTON CITY SCHOOL DISTRICT

Program is located at	East Middle School West Middle School
Phone Number	(607) 762-8300 (East Middle School) (607) 762-8400 (West Middle School)

What population is served by this program?	At-risk middle school (in school and/or community): <ul style="list-style-type: none">• Attendance concerns• Significant behavior referrals• Experience with/Exposure to drug use/abuse
What are the program's eligibility requirements?	A completed application and parent meeting are required before a student can be formally connected with Youth Development. To be eligible for Youth Development, the student cannot already be connected with another community partner.
How to refer:	Referrals are made through school teachers, counselors, administrators. Parents can also make referrals. Department of Social Services can refer RTLA eligible youth Must reside in the city of Binghamton

Services

What Services Does the Program Provide:	<p>This program provides Project Adventure activities used to support problem-solving and team-building skills. Participants learn life skills, participate in health/wellness groups and community service activities. Tutors and social workers work with participants and help identify youth who may need additional support and/or services.</p> <p>Youth Empowerment will take place 2x/week at each middle school. In addition, the program will provide opportunities for and encourage family involvement through community service activities, such as cookouts, sports tournaments, and family events in various Binghamton locations. Monthly family dinners that include community speakers are also part of the program.</p>
--	--



SCHOOL-BASED FAMILY SUPPORT SERVICES

FAMILY AND CHILDREN'S COUNSELING SERVICES

Program is located at	<i>In-School Counseling Services</i> Binghamton East Middle School Virtual services also available
Phone Number	Family & Children's 607-753-0234 ext. 113 East Middle School (607) 762-8300
Website	www.familycs.org/

What population is served by this program?	This program serves students and families seeking mental health counseling in the school locations.
What are the program's eligibility requirements?	Broome County resident Must be currently enrolled in a Broome County school district
How to refer:	Students and their families can be referred by the school or be self-referred.

Services

What Services Does the Program Provide:	<p>The school based program offers individual mental health counseling with family involvement, family therapy, connection with medication management through the agency, as well as connection to community resources.</p> <p>Our mission in the Family and Children's Counseling Services, School Based Program is to partner with schools and families to provide therapeutic intervention and support services in the school to families who might not otherwise be able to access services. We can act as a bridge between families and schools.</p>
--	---



SCHOOL COUNSELORS

BINGHAMTON CITY SCHOOL DISTRICT

Program is located at	East Middle School West Middle School Binghamton High School Patriot Academy PATS Program @ Binghamton High School
Phone Number	(607) 762-8300 (East Middle School) (607) 762-8400 (West Middle School) (607) 762-8200 (Binghamton High School) (607) 762-8100 (Patriot Academy)

What population is served by this program?	Any middle and high school students
What are the program's eligibility requirements?	Must be an enrolled BCSD student
How to refer:	Students can meet with School Counselors at any time necessary Students can also be recommended for regularly scheduled counseling through RtI or CSE referrals

Services

What Services Does the Program Provide:	School Counselors support youth with skills needed to lead productive lives. This can include goal setting, self-direction, problem-solving, confidence and motivation. School Counselors provide students with skills in improving attendance, academic success, and peer conflict management. School counselors will be a liaison between the home and school, communicating with families, grade level teams, and administrators.
--	--



SCHOOL PSYCHOLOGIST

BINGHAMTON CITY SCHOOL DISTRICT

Program is located at	East Middle School West Middle School Binghamton High School Patriot Academy
Phone Number	(607) 762-8300 (East Middle School) (607) 762-8400 (West Middle School) (607) 762-8200 (Binghamton High School) (607) 762-8100 (Patriot Academy)

What population is served by this program?	Middle and high school students
What are the program's eligibility requirements?	Must be an enrolled BCSD student
How to refer:	Students will be recommended for review through teachers, guidance counselors, social workers, or administration. Students can also be recommended for review through RtI process.

Services

What Services Does the Program Provide:	<p>School Psychologists provide formal evaluation services for students who either are currently receiving or who are being recommended for special education services (such as IEP or 504). School Psychologists evaluate students for academic, behavioral, or social/emotional issues identified through classroom observations by the teachers, through parent request, and/or through RtI Committee recommendations.</p> <p>Evaluations can possibly result in:</p> <ul style="list-style-type: none">• Formal behavior plans• Recommendations for special education services (IEP/504)
--	---



SCHOOL SOCIAL WORKERS

BINGHAMTON CITY SCHOOL DISTRICT

Program is located at	East Middle School West Middle School Binghamton High School Patriot Academy
Phone Number	(607) 762-8300 (East Middle School) (607) 762-8400 (West Middle School) (607) 762-8200 (Binghamton High School) (607) 762-8100 (Patriot Academy)

What population is served by this program?	Middle and high school students identified with counseling through an IEP or 504
What are the program's eligibility requirements?	Must be an enrolled BCSD student Must have required counseling through an IEP or 504
How to refer:	Students will be recommended for regularly scheduled counseling through CSE referrals or reviews.

Services

What Services Does the Program Provide:	School Social Workers support youth with skills needed to lead productive lives. This can include goal setting, self-direction, problem-solving, confidence and motivation. School Social Workers provide students with skills in peer conflict management, daily social functioning skills, self-confidence, self-esteem and anger management. Social Workers will be a liaison between the home and school, communicating with families, grade level teams, guidance counselors, and administrators.
--	--



UPWARD BOUND

BINGHAMTON UNIVERSITY

Program is located at	Binghamton High School
Phone Number	(607) 762-8100 (Binghamton High School)
Website	https://www.binghamton.edu/trio/upward-bound/index.html

What population is served by this program?	High school students who have an interest in pursuing higher education Must be between the ages of 13- 18 years old
What are the program's eligibility requirements?	<p>Students who are selected to participate in Upward Bound must meet the following criteria:</p> <ul style="list-style-type: none">● Enrolled in a participating high school● Between 13 - 18 years old● Demonstrate the desire to complete a college degree● Considered income eligible or a potential first generation college student● An income eligible student is one whose family meets low-income criteria as determined by the U.S. Department of Education. The term "low-income individual" means an individual whose family's taxable income for the preceding year did not exceed 150% of the poverty level amount (see website for specific information).● A potential first generation college student is someone whose parents have not received a bachelor's degree. <p>Selection is based on information obtained from a completed application, review of school records, guidance counselors, and teacher recommendations, and an interview.</p>
How to refer:	<p>Recommendations for the program can be made by any school staff member.</p> <p>Students must complete an application including a review of records, guidance counselor and teacher recommendations, and engage in an interview process.</p>



Services

What Services Does the Program Provide:

The Upward Bound Program (UB) at Binghamton University is one of TRIO's college access and preparation programs funded by the United States Department of Education. Upward Bound is an academic program that helps low-income and first-generation students achieve academic success in high school and prepares them for continued success in the college of their choice. UB provides academic, career, financial, and personal advising and resources to program scholars in participating local high schools.

Upward Bound is an academic program that intends to motivate participants to achieve a high level of academic success through high school and into college. We provide scholars with a safe and positive environment that is conducive to learning as well as an opportunity for personal development and social growth.

We believe that scholar academic, social and personal development is enhanced through a focus on strengths-based learning, a sense of belonging, and encouragement. The program promotes the ideals of inclusion, mutual respect and cultural awareness.



UPWARD BOUND-MATH AND SCIENCE

BINGHAMTON UNIVERSITY

Program is located at	Binghamton High School
Phone Number	(607) 762-8100 (Binghamton High School)
Website	https://www.binghamton.edu/ubms/index.html

What population is served by this program?	High school students who have an interest in pursuing higher education in math/science career Must be between the ages of 13- 18 years old Must have completed 8th grade
What are the program's eligibility requirements?	<p>Students who are selected to participate in Upward Bound must meet the following criteria:</p> <ul style="list-style-type: none">• Completed 8th grade• Between 13 - 18 years old• Have ability in math and science• Considered income eligible or a potential first generation college student• An income eligible student is one whose family meets low-income criteria as determined by the U.S. Department of Education. The term "low-income individual" means an individual whose family's taxable income for the preceding year did not exceed 150% of the poverty level amount (see website for specific information).• A potential first generation college student is someone whose parents have not received a bachelor's degree. <p>Selection is based on information obtained from a completed application, review of school records, guidance counselors, and teacher recommendations, and an interview.</p>
How to refer:	<p>Recommendations for the program can be made by any school staff member.</p> <p>Students must complete an application by December, including a review of records, guidance counselor and teacher recommendations, and engage in an interview process.</p>



Services

What Services Does the Program Provide:

The Upward Bound Math-Science (UBMS) program at Binghamton University is funded by the U.S. Department of Education to strengthen the math and science skills of participating students. The goal of the program is to help low income and first-generation college students recognize and develop their potential to excel in math and science. UBMS encourages its students to pursue post-secondary degrees in math and science, and ultimately careers in the math and science profession.

The Upward Bound Math-Science (UBMS) program is designed to strengthen the math and science skills of participating students. The goal of the program is to help students recognize and develop their potential to excel in math and science and to encourage them to pursue postsecondary degrees in math and science, and ultimately careers in the math and science profession.

Program services include:

- Summer programs with intensive math and science training
- Year-round counseling and advisement
- Exposure to university faculty members who do research in mathematics and the sciences
- Computer training
- Participant-conducted scientific research under the guidance of faculty members or graduate students, who are serving as mentors
- Education or counseling services designed to improve the financial and economic literacy of students
- Programs and activities previously mentioned that are specially designed for students who are limited English proficient, with disabilities, who are homeless, who are in foster care or are aging out of the foster care system, or any other traditionally underrepresented group

Additional services provided by the Upward Bound Math-Science (UBMS) include:

- Exposure to academic programs and cultural events
- Instruction in reading, writing, study skills, and other subjects necessary for success in education beyond high school
- Academic, financial, or personal counseling
- Tutorial services
- Mentoring programs
- Information on postsecondary education opportunities
- Assistance in completing college entrance and financial aid applications
- Assistance in preparing for college entrance exams
- Information on the full range of Federal Student Financial Aid programs and benefits
- Guidance and assistance on secondary school reentry or alternative education programs; entry into general educational development programs or postsecondary education



YOUTH ADVOCATES

BINGHAMTON CITY SCHOOL DISTRICT

Program is located at	East Middle School Patriot Academy
Phone Number	(607) 762-8300 (East Middle School) (607) 762-8100 (Patriot Academy)

What population is served by this program?	At risk middle and high school students
What are the program's eligibility requirements?	<p>Must be an enrolled BCSD student who:</p> <ul style="list-style-type: none">• Less than 80% attendance• Failing 1 or more classes• Skipping classes• Significant behavior referrals <p>Student cannot be connected with any other community partner</p>
How to refer:	<p>Referrals are made through the SST or RtI process from teacher, administrator recommendations</p> <p>School Counselors and school social workers can also refer student</p>

Services

What Services Does the Program Provide:	<p>The Youth Advocate program supports youth with goal setting opportunities to guarantee that academics and attendance are areas of focus. The YA program will support students with skills needed to ensure self - direction, confidence, and motivation. The YA will be a liaison between the home and school, communicating with families, grade level teams, guidance counselors and administrators. Students participating in this program will have the opportunity to create a meaningful connection with a staff member and establish accountability at school.</p> <p>Program Highlights:</p> <ul style="list-style-type: none">• Meets with assigned students individually, and/or in a small group setting, at least 1 day per week• Student will work to identify and address barriers impacting achievement• YA will assist student with setting achievable goals, while supporting them with meeting these goals• YA is available to support ALL students during their assigned lunch period
--	--



YOUTH DEVELOPMENT

BINGHAMTON HOUSING AUTHORITY VIA BINGHAMTON CITY SCHOOL DISTRICT

Program is located at	East Middle School West Middle School Binghamton High School
Phone Number	(607) 762-8300 (East Middle School) (607) 762-8400 (West Middle School) (607) 762-8200 (Binghamton High School)

What population is served by this program?	At-risk middle school and high school students <ul style="list-style-type: none">• Skipping classes• Significant behavior referrals• Academic difficulties leading to behavior problems
What are the program's eligibility requirements?	A completed application and parent meeting are required before a student can be formally connected with Youth Development. To be eligible for Youth Development, the student cannot already be connected with another community partner.
How to refer:	Referrals are made through the SST or RtI process from teacher, administrator recommendations School Counselors, school social workers, and administrators can also refer students

Services

What Services Does the Program Provide:	<p>The Youth Development program supports youth with goal setting opportunities to focus on positive behavior and good attendance. The YD program will support students with skills needed to ensure self - regulation and problem solving skills. YD will be a liaison between the home and school, communicating with families, grade level teams, guidance counselors and administrators. Students participating in this program will have the opportunity to create a meaningful connection with a staff member and establish accountability at school.</p> <p>Program Highlights:</p> <ul style="list-style-type: none">• Meets with assigned students individually, and/or in a small group setting, at least 1 day per week
--	--



	<ul style="list-style-type: none">• Student will work to identify and address barriers impacting achievement regarding behavior and attendance• Intensive social-emotional support• Liaison between home and school• YD is available to support ALL students during their assigned lunch period
--	--