

Green Chimneys RESIDENTIAL HANDBOOK



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WELCOME TO GREEN CHIMNEYS!

We are excited that you have chosen Green Chimneys' Residential Treatment Center (RTC) and have allowed us to be a part of your lives. Here at Green Chimneys we know the collaboration of staff, child and parents is vital to the success of our children. We encourage you to reach out to staff, get involved and partner with us as we work together on your child's academic and social and emotional goals.

Our RTC offers a structured and supportive program; student dorms with a maximum of 8 children in private rooms; a complete staff of Milieu, Social Work, Psychiatric, Recreation and Vocational professionals; and a renowned nature-based program. Our natural surroundings contribute immensely to the therapeutic environment for our children. In addition to the traditional therapeutic programs, children are provided with opportunities to horseback ride, develop culinary talents, partake in woodworking class, swim, canoe, fish and much more.

TREATMENT PHILOSOPHY

Programs and services offered by Green Chimneys, whether residential, day school or community-based, are part of a continuum of care for youth who struggle with social, emotional, behavioral and academic challenges. We provide intervention services designed to equip youth, and their families, with the skills, knowledge, resources and supports that they need to live healthy, productive lives.

Our Philosophy of Care is built on the following principles:

- ***Human-Animal and Nature-Based Interactions contribute to learning and social/emotional growth.*** Green Chimneys uses its enriched environment of animals, plants and nature to support the development of therapeutic relationships and vital emotional skills including empathy, compassion, patience and responsibility for living things.
- ***Services are Trauma-Informed.*** Many of the youth we serve have experienced traumatic events or losses. Trauma can take many forms and all will have a lasting impression on a child and their family. Having to leave one's home, community, and family, will further complicate their trauma history. With this in mind, our model for delivering care takes into account the impact of trauma on individuals, families, staff and the organization and are designed to minimize the harmful effects of trauma, promote healing and create a safe and nurturing space for learning and growth.
- ***Services and treatment/learning goals are individualized and strength-based.*** Green Chimneys utilizes consistent planning meetings and assessments to identify the needs/concerns and inherent strengths of each child by incorporating the input of all treatment team members, and especially the family. An individualized plan is developed for each child, which has specific goals and objectives in all life domains – educational, behavioral, interpersonal, emotional and familial – and builds on the inherent strengths of each child.
- ***Family connections are essential to treatment and growth.*** Youth who maintain strong connections to their families and communities have greater, and more sustainable, positive outcomes than those who do not preserve these connections. Having a child return to their family and community in the shortest time possible and be

able to transfer the gains made from Green Chimneys to home is our ultimate goal. We recognize that parents/caregivers are the experts on their children – knowing what their challenges and strengths are, what works for them, and what they hope for them.

- **Positive reinforcement is essential to behavioral change.** Our behavior management practices are founded on established cognitive-behavioral theories – learning (both academic and emotional/behavioral) comes from establishing clear expectations for behaviors and providing positive reinforcement for those behaviors. As such, we employ the use of systems of positive reinforcement, including Positive Behavioral Interventions and Supports (PBIS) to support and encourage the use of pro-social, healthy and safe behaviors. When maladaptive behaviors occur, we rely on natural and logical consequences within a restorative justice framework that is based upon established learning theory.
- **We create a collaborative treatment-team culture built on professionalism, accountability, respect and the valuable contribution of each individual.** Forming collaborative relationships is vital to all the work we do and can only occur when we view children, family and staff members as unique individuals with valuable gifts and contributions, always striving to understand and respect another's viewpoint. Allowing for open dialogue and respect for differences leads us to decisions that are for the greatest good of the children and families we serve. A person-centered approach to our work also ensure that we focus on what matters to the children and families we serve, allowing them to define their goals, respecting their readiness for change and supporting them throughout their journey.
- **We are committed to continuous quality improvement.** In order to ensure that we achieve the best possible outcomes for the children and families we serve, we collect, track and analyze data to inform our treatment decisions and practices. The information we collect helps us to individualize our treatment, modify our approaches when necessary and create policies and practices that are supported by data and research and make use of training and other resources to provide the best possible services.

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

Green Chimneys' Philosophy of Care states that **Positive reinforcement is essential to behavioral change.** Our behavior management practices are founded on established cognitive-behavioral theories – learning (both academic and emotional/behavioral) comes from establishing clear expectations for behaviors and providing positive reinforcement for those behaviors. As such, we employ the use of systems of positive reinforcement, including Positive Behavioral Interventions and Supports (PBIS) to support and encourage the use of pro-social, healthy and safe behaviors.

Behavior management systems in use in any program area *must* be based upon the principles of **positive reinforcement.** Children receive points for following both school- and dorm-wide expectations, as well as working towards meeting their individual goals which are created by the child's treatment team, including, and most importantly, the child and their family. Positive behaviors are rewarded with additional privileges, both on and off grounds, as well as recognition and encouragement. All children are working on the tenets of **ROCK**, the acronym for Green Chimneys' PBIS behavior guidelines:

R Respect

O Ownership

C Communication

K Keep Safe

KICKBOARD

All direct care staff in the classrooms and the residential units are tasked with recognizing behaviors in real time through the Kickboard system. Kickboard is a behavior tracking system used by many schools to enhance their PBIS efforts. Kickboard allows staff to positively reinforce behaviors in the moment through the use of technology. Staff work directly with the children and log pro-social behaviors as they happen; allowing for both verbal recognition, and trackable data. "Points" awarded for positive behaviors are logged in each child's Kickboard profile and are available to them as a reward. "Points" are cashed in at the campus store for goods (hygiene products, apparel, electronics), off-grounds experiences, and extra privileges on campus. "Points" are tracked by staff through the program and all children have access to see how they are performing.

UNIQUE NATURE-BASED PROGRAMS AND ACTIVITIES

The nature-based programs at Green Chimneys are integral to our identity. They are a support for the school, the clinical departments, the residences and all Green Chimneys programs. The concept of an enriched treatment milieu that specifically brings people together with animals and plants in a mutually beneficial relationship lies at the foundation of the Green Chimneys approach. These activities provide opportunities for academic growth, for social development, for the advancement of life skills, and also can be recreational.

Children can respond to animals in ways they often can't to people. The human-animal contact helps bring out a nurturing instinct and learning to care for animals seems to develop a sense of responsibility and caring among children who may not have known that themselves.

What is the difference between Animal-Assisted Therapy and Activities?

- **Animal-Assisted Therapy (AAT)** is a goal-directed intervention in which an animal that meets specific criteria is an integral part of the treatment process. AAT is directed and/or delivered by a health/human service professional with specialized expertise, and within the scope of practice of his/her profession.
- **Animal-Assisted Activities (AAA)** provide opportunities for motivational, educational, recreational, and/or therapeutic benefits to enhance quality of life. AAA are delivered in a variety of environments by specially trained professionals, paraprofessionals, and/or volunteers, in association with animals that meet specific criteria.

Green Chimneys residents participate in **Farm, Wildlife Class and Garden Class** as part of their daily programming. They also have the opportunity to participate in the **Equine Program** on a rotational basis. Our **Interactive Dog Program** is implemented by staff from various departments and involves dogs in classrooms, vocational settings and also in the residences. Three certified teachers work full time in the farm areas, along with a team of experienced animal and plant caretakers, and interns who specialize in facilitating nature settings for kids.

Many children participate at the farm and in the gardens with their Occupational Therapist, Social Worker or Residential staff. Throughout the year, children participate as tour guides for our public **Farm Tours** and assist staff in hosting large public campus events such as **Birds of Prey Day** and **Little Folks Farm Day**. Residents educate the public about the animals, lead pony rides for children, assist with hay rides, and much more. Many of our older residents gain vocational skills at our **Organic Farm Boni-Bel**, planting, harvesting and selling vegetables.

YOUR CHILD’S TREATMENT TEAM: ROLES AND RESPONSIBILITIES

TEAM MEMBER	ROLE	RESPONSIBILITIES
<p>Parent/ Guardian</p>	<p>Serves as our expert by communicating child’s history, response to treatment/interventions, strengths and challenges.</p> <p>Participates as an active member of your child’s treatment team; and,</p> <p>Facilitates an ongoing connection with you and your family despite the child’s placement in residential care.</p>	<ul style="list-style-type: none"> ▪ Maintain regular contact with your child via weekly telephone contact; bi-weekly visits (on or off grounds); home visits per agency calendar and/or treatment team recommendations; and five recess weeks per year. ▪ Participate, in person whenever possible, in all treatment planning meetings, such as Initial Case Conference, Ongoing Treatment Reviews, CSE Annual Review. ▪ Participate in therapeutic activities designed to support your child’s treatment and family connection via monthly Parent trainings, annual Family Day, annual Parent Retreat, parent/family groups/workshops. ▪ Participate in monthly family sessions with your child’s social worker. Family work is an integral part of a child’s success in treatment. Your social worker maintains a flexible schedule (evening/weekend hours) to accommodate your schedule. ▪ Have weekly contact (telephone, email, and/or in person) with your child’s Social Worker to discuss current issues, treatment and discharge planning. ▪ Cooperate with all agency policies and procedures, as well as our therapeutic program, in order to support safety for all children, staff, animals, and visitors (when you disagree, we welcome an open dialogue with you to discuss any issues).
<p>Social Worker</p>	<p>Serves as individual, group and family therapist, clinical leader, case manager and liaison to the main campus;</p> <p>Plans all visits both on and off grounds; and,</p> <p>Works closely with your placing agency (school district or local social services office).</p> <p>Therapists practice within a family systems and trauma-informed framework.</p> <p>Point person for all issues surrounding therapy and non-living unit issues.</p>	<ul style="list-style-type: none"> ▪ Meet with your child for individual therapy sessions on a weekly basis which may include but are not limited to: Dialectical Behavior Therapy (DBT); Cognitive Behavior Therapy (and trauma-focused CBT); Narrative Therapy; Animal-Assisted Therapy; and Play Therapy. ▪ Facilitate therapeutic and psycho-educational groups in each living unit twice per week covering topics like social skills, conflict resolution, life skills, sexual health; psycho-education groups in the school classrooms as needed; and specialized clinical issue groups on an as-needed basis, e.g. trauma support, grief & loss, and adoption. ▪ Maintain weekly contact with parents to discuss current issues; ongoing discussions address treatment and discharge planning. ▪ Facilitate family sessions during day, evenings, and some weekend hours. ▪ Offer monthly parent/family groups on various topics during Parent Training sessions; assists in planning annual Family Weekend, annual Parent Retreat, and parent/family workshops. ▪ Team member in all treatment planning meetings (e.g., Treatment Reviews, CSEs, and Red Flag Reviews) regarding the development/maintenance of your child’s treatment plan, goals and IEP. ▪ Provide support as your point person during the discharge planning/recommendations process as the details of your child’s plan (e.g., school placement, therapy, medication management, case management, etc.) are developed.

<p>Residential Administrator</p>	<p>Under direction of the Director of Residential Life and with a great deal of independent judgment, responsible for the needs of all of the residents and staff in the RTC.</p> <p>The Residential Administrator is expected to exemplify the agency's values and reflect the Green Chimneys Philosophy of Care in his/her delivery of services to all residents and families at Green Chimneys.</p>	<ul style="list-style-type: none"> ▪ Monitor the implementation of residential services in compliance with current agency policies, procedures and regulations, ▪ Provide clinical support by: <ul style="list-style-type: none"> ○ Providing consultation and clinical support to the units, ○ Overseeing Behavior Management coordination, ○ Overseeing Post-Crisis response, ○ Designing and facilitating Peer Supervision and mentoring program for all new staff. ▪ Conduct group and individual staff supervision. ▪ Coordinate, design and deliver relevant staff training and development ▪ Attend treatment-related meetings. ▪ Conduct special internal investigations related to Child Abuse and Neglect, ▪ Coordinate and supervise the effective application of the SAFE level system and Behavior Modification System. ▪ Ensure timely delivery of assigned treatment related documentation. (e.g., Case Conference reports, mentoring notes, progress notes, group summary form, weekly ratings) ▪ Ensure timely delivery of assigned maintenance, safety and program-related documentation (e.g., Contraband searches, dorm inspections/damage reports, weekly hygiene, recreation activity planners, work orders, clothing inventories). ▪ Monitor and track the physical restraints on campus and coordinate restraint elimination efforts. ▪ TCI-Certified trainer.
<p>Unit Supervisor</p>	<p>Monitors delivery of each resident's individual treatment plan as developed by the treatment team within assigned units.</p> <p>Reports to the Residential Administrator.</p>	<ul style="list-style-type: none"> ▪ Use independent judgment in maintaining smooth daily operations, including coverage scheduling, to ensure the delivery of quality, therapeutic treatment to all children residing in their assigned unit. ▪ Supervise youth counselors by maintaining consistency in staff orientations, required agency trainings, and on-going staff performance appraisals as a means of managing the recruitment and retention of quality youth counselors. ▪ Meet agency program requirements and safety/emergency procedures by ensuring that required records, logs and reports are accurately maintained. ▪ Participate as a team member in all treatment planning meetings (e.g., Case Conferences and Red Flag Reviews) regarding the development/maintenance of your child's treatment plan. ▪ Ensure that treatment planning requirements are met in a timely manner. ▪ Teach independent living skills as needed.
<p>Assistant Unit Supervisor</p>	<p>Implements a structured program as designed by the Unit Supervisor.</p> <p>Assumes the role of Unit Supervisor in their absence.</p>	<ul style="list-style-type: none"> ▪ Provide direct supervision of up to 8 youth within the unit. ▪ Provide assistance to youth counselors with their duties. ▪ Plan for appropriate special events. ▪ Provide continuous coverage by remaining on duty until adequate provisions can be made for continued youth care. ▪ Perform the duties of Unit Supervisor as needed.

<p>Residential Counselors</p>	<p>Maintains the structure of the day-to-day therapeutic milieu via the use of nurturance, predictable routines and a variety of recreational opportunities.</p> <p>There are various levels of Youth Counselor roles/responsibilities as listed to the right.</p>	<p>Senior Residential Counselor:</p> <ul style="list-style-type: none"> ▪ Provide peer leadership to Level II & III Residential Counselors. ▪ Participate in team business meetings. ▪ Provide mentoring/training in TCI and Life Skills curriculum. ▪ Assist in the development of the daily routine and program for the unit (e.g., work projects, dorm chores, recreation schedule). ▪ Act as a living unit liaison to other departments. ▪ Maintain proper documentation in the records. ▪ Conduct and record regular fire and other safety drills. ▪ Maintain clothing inventory; secures new clothing as needed. ▪ Work collaboratively with the Recreation Dept. in planning and coordinating all recreation activities within their assigned units. <p>Residential Counselors I, II & III:</p> <ul style="list-style-type: none"> ▪ Provide day-to-day coverage within dorms to maintain a therapeutic environment under the supervision of the Senior Residential Counselor.
<p>Life Skills Coach</p>	<p>Designs and delivers life skills instruction to children in assigned units.</p>	<ul style="list-style-type: none"> ▪ Provide life skills instruction to residents based on individualized/group plans developed by the treatment teams. ▪ Help plan and co-facilitate each living unit's weekly Life Skills Meeting. ▪ Oversee interview/hiring process for Learn and Earn jobs. ▪ Develop job training program for residents.
<p>Teacher</p>	<p>Member of Treatment Team</p>	<ul style="list-style-type: none"> ▪ Provide daily school behavioral report (rating) to Residential Life staff. ▪ Provide input to team for school related issues as required for Case Conferences, Annual Reviews.
<p>Therapeutic Support Supervisor</p>	<p>Ensures that proper intervention protocols are followed and documented in order to guarantee the safety of all children during crisis situations.</p>	<p>Oversee the effectiveness of Therapeutic Support Professionals, who assist the units in behavioral crisis situations, as they meet the objective of de-escalating the intensity of crisis behaviors and return the child to safe baseline functioning.</p>
<p>Therapeutic Support Specialist</p>	<p>Responds to behavioral crisis situations in a timely manner while utilizing proper Therapeutic Crisis Intervention techniques.</p> <p>Responsible for assisting and supporting employees involved in crisis situations.</p>	<ul style="list-style-type: none"> ▪ Conduct rounds of dorms on a routine basis to assist in the implementation of established Behavior Modification Programs. ▪ Responsible for responding to all behavioral crises and utilizing proper Therapeutic Crisis Intervention de-escalation techniques to assist residents in need. ▪ Conduct Anger Management groups with residents in assigned buildings. ▪ Examine and record all incident documentation. ▪ Inspect dorms at the beginning and end of each shift. ▪ Participate as a trainer in agency Therapeutic Crisis Intervention staff training programs. ▪ Ensure adequate staffing ratios and adjusts schedules to guarantee proper coverage in the absence of the Unit and Assistant Supervisors.

<p>Program Development Coordinator</p>	<p>Under direction of the Director of Residential Life, and with a great deal of independent judgment, responsible for designing programs, initiatives and trainings to encourage consistency and excellence in the care and treatment of children and families, as well as provide support and guidance to supervisors and dorm staff.</p>	<ul style="list-style-type: none"> ▪ Create and manage program content and initiatives in order to improve quality of care for students and address the needs of a diverse population. ▪ Coordinate, design and deliver relevant staff training and development based on need and population, including but not limited to: autism, trauma-informed care, learning disabilities, and self-injurious behaviors. ▪ Actively participate in the Autism Task Force and Sensory Room Committee, and seek out other opportunities for agency growth and change. ▪ Attend dorm staff meetings to give small group trainings based on that unit's needs, as well as to offer support and on-the-spot guidance. ▪ Recommend specific training opportunities to dorm staff based on observations of the staff and children, as well as from staff feedback. ▪ Work closely with the Life Skills program to provide developmentally appropriate curriculum support. ▪ Act as a liaison between the Residential Life Department and other departments on campus in the hopes of providing consistency of care, increasing staff understanding of child's needs and to advocate for department needs. ▪ Aid in the implementation of staff retention efforts. Coordinate recruitment initiatives based on department's needs. ▪ Conduct post-crisis responses.
<p>Staff Psychiatrist</p>	<p>Provides psychiatric assessment, on-going psychiatric treatment, and psychiatric medication management.</p>	<ul style="list-style-type: none"> ▪ Perform psychiatric assessment at time of admission. ▪ Participate in Initial Case Conference and all subsequent case conferences, transfers or discharge evaluations. ▪ Provide medication treatment and monitoring. ▪ Provide consultations on an as-needed basis.
<p>Respite Program Manager</p>	<p>Responsible for overseeing Respite Services and staff. (S)he is responsible for working closely with all departments to ensure youth in respite receive the proper care and individualized programming needed to be stabilized and return to normal programming.</p> <p>Responsible for the continued development of Respite Services through programmatic evaluations, and for providing clinical supervision/oversight.</p>	<ul style="list-style-type: none"> ▪ Manage and oversee Respite Services and staff providing services. ▪ Oversee CFTSS services as they relate to the respite program. ▪ Provide clinical supervision/oversight. ▪ Train new staff on policies and procedures, and assist in identification of training gaps and individual areas of improvement for all staff. ▪ Available for on call and for Emergency Respite Program. ▪ Responsible for Emergency Respite phone calls and screenings. Complete required documentation with treatment team and secure staff within 12 hours of call. ▪ Serve as backup staff for Emergency Respite when needed. ▪ Review all incident reports and ensure families and Compliance dept. have been notified. ▪ Review and analyze Respite Surveys ▪ Attend Respite Review Meetings and works with Respite Supervisor to ensure daily schedule fits the needs of the youth in respite. ▪ Provide Post-Crisis Response Interviews and follow-up with any/all staff involved in restraints and/or critical crisis situations with youth. ▪ Responsible for providing peer supervision to ensure proper orientation of new employees within Respite Services. ▪ Act as mentor for new staff in Respite Services. ▪ Ensure that services meet the individual and group treatment needs of youth in respite and are provided as planned. ▪ Build relationships with relevant community partners and service providers.

<p>Respite Program Supervisor</p>	<p>Responsible for facilitating treatment for youth in Crisis with Green Chimneys' Respite Services. (S)he is responsible for ensuring youth are provided with individualized services geared towards returning them to regular programming.</p> <p>Responsible for the day-to-day function and implementation of programming for Respite Services.</p>	<ul style="list-style-type: none"> ▪ Oversee day-to-day implementation of the Respite Program. ▪ Responsible for day-to-day training and orientation of new Respite Counselors. ▪ Provide Post-Crisis Response Interviews and Follow-Up with any/all staff involved in restraints and/or crisis situation with youth, as needed. ▪ Create and manage Individual Crisis Management Plans with each treatment team, communicating changes in a timely manner to all who need to know. ▪ Create and manage individual Respite Plans with each treatment team. ▪ Responsible for the care of youth who have experienced behavioral and crisis situations and are not able to function in their regular programming. ▪ Monitor direct care services for youth in respite care during the day, afternoon, and evening hours. Support Respite Counselors to ensure respite plans are being followed. ▪ Ensure that services which meet the individual and group treatment needs of youth in crisis are provided as planned. ▪ Perform and collect respite surveys with treatment teams. ▪ Attend Respite Review meeting and works with the Respite Services Program Manager to ensure daily schedule meets the needs of the youth in respite. ▪ Coordinate programming availability with various department supervisors. ▪ Ensure children in Respite have access to the farm, recreation and other program activities.
<p>Respite Counselor</p>	<p>Responsible for implementation of the individual respite program along with ensuring the structure of the day-to-day group program through the use of nurturance, routine and recreation. This individual is the person to whom the clients look for affection, understanding, interest, structure and guidance.</p>	<ul style="list-style-type: none"> ▪ Directly supervise and be accountable for the clients at all times while on duty. ▪ Follow the individualized structured program for the clients and ensure clients receive scheduled therapy sessions. ▪ Provide Psychosocial Rehabilitative and Community Psychiatric Treatments and Supports services under the supervision of an OLP. ▪ Physically capable of participating in, planning and supervising age-appropriate therapeutic activities for clients and facilitating small groups. ▪ Able to facilitate farm and recreational activities independently. ▪ Participate in development of individual Treatment Plans and follow established individual Treatment Team Plans for the various clients. ▪ Monitor sensory tools/equipment inventory, submit maintenance requests. ▪ Responsible for daily program data collection. ▪ Attend treatment reviews, quarterlies, respite requests and red flags when delegated by the supervisor.
<p>CTRS</p>	<p>Recreational specialists who work with both individual children and groups.</p>	<p>Coordinate the afterschool, evening, and weekend recreation program, coordinating and scheduling programs with Residential Liaisons. Activities include: teambuilding and adventure; camping trips; athletic and gym activities; aquatics; creative arts; diversional programs; therapeutic recreation; and group socialization activities.</p>
<p>Farm Staff</p>	<p>Facilitate human-animal interactions on both individual and group levels.</p>	<p>Work closely with the children, Social Workers, Residential and Recreation staff to provide individual and group experiences utilizing the animals. Farm staff often work individually with children to provide them with animal-assisted therapeutic experiences.</p>
<p>Pediatrician</p>	<p>Provides routine medical care, on-going medical treatment, and medical medication management.</p>	<ul style="list-style-type: none"> ▪ Perform admission, annual and discharge physical examinations. ▪ Order laboratory tests, radiological procedures, reviews and interprets results to assist in diagnosing pediatric illnesses. ▪ Make referrals to outside medical specialists as needed for specialized evaluation, surgery, and hospitalization. ▪ Order special diets when needed and monitor dietary clinical assessments. ▪ Review and approve policies, procedures and activities pertaining to the on-campus management of infection surveillance.

SENSORY ROOM

A space created for students to utilize various sensory items to self- or co-regulate with a chosen staff member. The space provides access to an array of items for sensory input, such as crash pads; light boxes; tactile objects; kinetic sand; weighted blankets; and rocking chairs, to name a few. The Sensory Room is available to any child at any time upon request or as part of their individual support plan.

PROGRAM BREAK

The objective of a program break is to assess and stabilize the child's behavior in a different environment for a short period of time as indicated by increased difficulties in the dorm, crisis intervention program is unable to ensure the safety of the child and others, or when management needs do not require respite.

RESPITE

Respite, defined as a level of care utilized for short-term crisis stabilization. Respite provides therapeutic intervention and safety by taking youth outside of the assigned unit/class creating an opportunity to stabilize problematic and escalating behaviors. Respite enables the youth to work closely with his/her team, in a structured and stable environment, with the goal of reintegration into regular programming as quickly as possible. Respite provides a high degree of supervision in order to guarantee a safe and therapeutic environment. Respite includes specialized programming that focuses on stabilizing the youth and teaching new skills to cope during crisis within the given time period.

THERAPEUTIC CRISIS INTERVENTION

When considered by the agency to be serious, a child's behavior may escalate to the point of requiring immediate physical intervention by staff for the safety of all. Green Chimneys employees are fully trained in a variety of therapeutic techniques for crisis situations, including proper implementation of protective interventions and physical restraints via the **Cornell University Therapeutic Crisis Intervention Curriculum, 6th Edition**. These therapeutic techniques are the only physical interventions sanctioned by this agency when certain criteria are met, such as when a child's behavior poses an immediate threat to themselves or others. Parents are notified in all cases of physical intervention activity involving their child. Restraints are monitored and reviewed by the Green Chimneys Administration on a regular basis.

ROUTINES AND DAILY SCHEDULES

Our staff manages the dorm environment by ensuring that children enjoy the full benefit of a safe, structured, consistent and supportive program that is designed to help each individual maximize their potential every day.

Following are typical daily schedules for dorm residents. Each dorm unit makes small adjustments according to the unique needs of each group, taking into account variables such as age, gender and cognitive abilities.

Please do not hesitate to contact your child's Unit Supervisor if you have a question or concern about any routine/procedure.

Dormitory Morning Routines

WEEKDAYS		WEEKENDS	
7:00	Staff tends to needs of residents on bladder control plans as needed	7:00	Staff performs bed checks and inspects the dorm unit for cleanliness and/or any maintenance issues while residents are asleep
7:10	Residents awoken, get dressed, await staff call for hygiene	8:15	Residents awoken, get dressed, await staff call for hygiene
7:20	Residents make bed, tidy up room and put away folded laundry	8:30	Residents make bed, tidy up room and put away folded laundry
7:30	Room care/appropriate attire inspection performed by staff; residents dismissed to common area	8:45	Room care/appropriate attire inspection performed by staff; residents dismissed to common area
7:50	Residents collect their homework and any other items needed for school; depart as group for Dining Hall	8:50	Depart as group for Dining Hall – breakfast and meds
8:00	Arrival at Dining Hall for breakfast	9:30	Residents return to the dorm unit for quiet time activities
8:30	Depart Dining Hall for school	9:45	Residents complete their morning chores as assigned
		10:00	Daily activities begin (Dorm specific)

Dormitory Weekday Evening Programming

	Monday	Tuesday	Wednesday	Thursday	Friday
2:39-2:55	Transition time	Transition time	Transition time	Transition time	Transition time
2:55-3:55	Extracurricular Activities	Extracurricular Activities	Extracurricular Activities	Extracurricular Activities	Rec Programs
3:55-4:05	Transition time	Transition time	Transition time	Transition time	
4:05-4:45	Life Skills Groups - Social Work Groups - Team Social work/Rec Groups	Life Skills Groups - Social Work Groups - Team Social work/Rec Groups	Life Skills Groups - Social Work Groups - Team Social work/Rec Groups	Life Skills Groups - Social Work Groups - Team Social work/Rec Groups	
4:45-5:25	Dinner 1 Life Skills Groups - Social Work Groups - Team Social work/Rec Groups	Dinner 1 Life Skills Groups - Social Work Groups - Team Social work/Rec Groups	Dinner 1 Life Skills Groups - Social Work Groups - Team Social work/Rec Groups	Dinner 1 Life Skills Groups - Social Work Groups - Team Social work/Rec Groups	Dinner 1
5:25-6:05	Dinner 2 Life Skills Groups - Social Work Groups - Team Social work/Rec Groups	Dinner 2 Life Skills Groups - Social Work Groups - Team Social work/Rec Groups	Dinner 2 Life Skills Groups - Social Work Groups - Team Social work/Rec Groups	Dinner 2 Life Skills Groups - Social Work Groups - Team Social work/Rec Groups	Dinner 2
6:05-6:45	After Dinner Specialized groups and Leisure activities	After Dinner Specialized groups and Leisure activities	After Dinner Specialized groups and Leisure activities	After Dinner Specialized groups and Leisure activities	Rec Programs
6:45-7:25	After Dinner Specialized groups and Leisure activities	After Dinner Specialized groups and Leisure activities	After Dinner Specialized groups and Leisure activities	After Dinner Specialized groups and Leisure activities	
7:25-8:05	After Dinner Specialized groups and Leisure activities	After Dinner Specialized groups and Leisure activities	After Dinner Specialized groups and Leisure activities	After Dinner Specialized groups and Leisure activities	

MEDICAL CARE

All routine medical care is provided by the Health & Wellness Center nursing staff and licensed professional providers. The nurses work collaboratively with parents/guardians, children, residential staff, teachers and physicians to provide a healthy environment for all. Services include routine care and other non-specialized services as needed:

Nursing Care	Eye Care/Glasses (2 pair)
Physician	Occupational Therapy
Psychiatrist	Speech and Audiology
Psychologist	Immunizations
Sunscreen	Laboratory Testing
Over the counter medication (with physician approval)	Emergency Room Visits
	Medical Transportation

Outside providers or specialists may be used for any additional medical services the physician deems necessary, which fall outside the realm of routine medical care. These medical appointments should be arranged by the family with their own providers.

Injection medication/Inhalers: Injection medications, e.g. Epi-Pen and/or inhaler treatment may be administered by a trained administrator, or trained teacher, to any child with a medically diagnosed allergic condition that requires prompt essential treatment to protect the student against serious harm or death. Upon admission to Green Chimneys, all medication must be in its original container with the pharmacy label attached and brought to the Health & Wellness Center by an adult along with a copy of the prescription.

Open Cut, Wound, Runny Nose, Slight Cold, and Active Cold: As a precautionary measure, students may not enter the pool area if they have an open cut, wound, runny nose, slight cold, an active cold. Thank you for your understanding with this guideline.

Please remember to notify a **nurse** if your phone number(s), place of employment, and/or emergency contact information changes from the information on file to avoid unnecessary delay in reaching you. You will be asked to routinely update this information each year, as well.

MEDICATION DISPENSATION

The nursing staff organizes the medication and treatment schedule for each living unit which may vary slightly from time to time to accommodate unforeseen emergencies.

Staff accompanies children to the Medication Windows located in the Health & Wellness Center for medications every day at the prescribed times. Prescribed medical treatments are also addressed in the Health Center when necessary.

LAUNDRY

Dormitories have shared laundry facilities on each floor that are fully equipped with state-of-the-art washers and dryers. There is also an on-campus staffed laundry facility that services the main needs of our residents via our Environmental Services Department. Eco-friendly supplies are used in both areas.

Upon a resident's return from a home visit, Environmental Services processes the laundering of all clothing. Unit staff is responsible for laundering towels and washcloths.

As part of our Life Skills Program, children are taught how to maneuver washing, drying and folding of their personal clothing safely and efficiently while under the consistent supervision of unit staff. Laundry days are scheduled for each unit twice per week, either Monday/Wednesday or Tuesday/Thursday. Weekend days are unscheduled and available for use by the residents with staff supervision.

Environmental Services is responsible for the routine laundering of all comforters, blankets, and sheets. Following long visits or upon admission, Environmental Services may launder individual's belongings as per the infection control procedure. Please direct any specific questions about the laundry routine to your child's unit supervisor.

TELEPHONE CALLS

Green Chimneys understands the value of continued contact and encourages telephone communication with families as much as possible. The following information is to help ensure communication time is fair, consistent and not in conflict with the child's activity schedule.

Hawk, Falcon, Finch, Raven, Kingfisher & Robin

Phone calls can be made/received up until 8:45pm

Owl, Eagle, Cardinal, Kestrel, Heron, David Hall East/West & Robin

Phone calls can be made/received up until 9:30pm

Sundays

Outgoing/incoming call times are open for all children from 11am to 7:30pm

A list of family members or guardians permitted to call each child is maintained by staff according to the parent/guardian information provided. This information is provided at the time of admission.

Number of phone calls per child per phone day is dependent on his/her particular family situation and should not exceed two per day except in the case of an emergency. We ask that all phone calls are kept to within 10 minutes to ensure that each child has the opportunity to make a call.

Please refer to your child's contact sheet for more information regarding individual dorm communication procedures.

You may contact the Residential Administrator or the Unit Supervisor should communication with your child become necessary either after hours or during hours that differ from the scheduled phone times.

SKYPE/FACETIME

Each child will be able to Skype/FaceTime with their family at a minimum of one time per week. We ask that these conversations be kept to within 15 minutes.

MAIL

Families may send letters and/or packages to their child using the main Green Chimneys address. All mail is processed through our mail room and forwarded to the living units via the Residential Life Department. To avoid delays, please put your child's name and dorm unit on the envelope or package label.

To ensure the safety of all, packages are opened in the presence of a staff member.

HOME VISIT PROCEDURES

At Green Chimneys we recognize the therapeutic benefits to preserving consistent visits with family. Therefore, our children are expected to go in accordance to the visiting schedule as determined by the child's treatment team.

General guidelines:

- The only acceptable reason for a child **NOT** to go home according to his/her schedule is due to a safety concern as determined by a treatment team and parent consensus. Changes to the schedule must be reported to your child's Social Worker or Social Services representative within 48 hours of the start of the visit.
- We ask that your child be picked up at or after dismissal at the end of the school day at 3:00PM so as not to disrupt your child's education.
- For a scheduled Sunday return, we ask that your child return to campus from 3:30-6:30pm Sunday evening so as to ensure the appropriate staff is on duty and also to facilitate a smooth transition back into the dorm program.
- For a scheduled return to campus on a school day, your child must be back by the start of school at 9:00am.
- Both pickup and return should be to/from the Health & Wellness Center at which time the staff there will contact the dorm to have your child to be brought over from the dorm or returned to their dorm. This procedure allows us to better and more safely monitor children's arrivals and departures from campus.
- Parents are responsible for communicating their transportation needs for all home visits with their child's Social Worker.
- Children pack their belongings to take home the night before their departure from campus.

Once a home visit is in progress, the day and time of the return may not be altered (i.e., shortening or extending the visit). This is for the safety of your child in regards to medication as well as ensuring the appropriate staffing level in your child's dorm.

Departing campus:

The Residential Administrator coordinates the medications, metro cards, train tickets and any other detail associated with traveling home for children who are transported to parent pick up or other locations in a Green Chimneys vehicle. The Residential Administrator is the contact person for all emerging situations. When everyone is ready, residents leave the campus for their assigned destinations.

Returning from a visit:

A staff member will collect any extra medication and/or the level/rating home assessment form from you as your child boards the bus. No food may be brought on the bus as per the company's request.

Parents who are NOT using Green Chimneys transportation must go to the Health Center to:

- Sign out their child, pick up medication and wait for him/her in the lobby when leaving campus
- Sign in; return any medication and/or the level/rating home assessment form when returning.

The pick-up/drop off routine for family visits that are scheduled during the day differ from home weekends and recess weeks. Upon arrival to campus, families must report directly to the Health Center to sign their child in/out. School and/or dorm staff will bring/pick up your child to and from the Health Center.

Green Chimneys is a resource for your family should you need any help during a home visit. A Residential Administrator is available until 10:00pm daily. Your Social Worker will provide you with an at-home crisis management tree for assistance you may need.

INFECTION PREVENTION

We are not immune to the national problem surrounding bed bugs. Green Chimneys takes this costly dilemma seriously and hope you will cooperate with our prevention policies and procedures. Upon return from a home visit, the following procedures are to be followed.

Arrival of the return bus to campus (not directly to school):

- The children are walked directly to the Health Center to receive their evening medication.
- After medications are received the children return to their living unit with dorm staff.
- Upon arrival to the living unit, all of the children's belongings are taken directly to the laundry room, labeled, and left for staff handling.
- Children enter their dorm unit and go directly to the shower; clean bed clothes are provided.
- Dorm staff go to laundry room and perform a bed bug search of bags and wash all clothing.
- If a child has a rash or bite, he or she is sent to the Health Center to be showered. Staff contacts Director of Facilities Management, or designee, Director of Residential Life, or the supervisor on duty, and Director of Environmental Services, with the name of the dorm and room number of the child/children affected.
- If a bed bug is found it is saved by the Health Center in a test tube for evaluation.

Child returns to campus Monday morning for school:

- Dorm assist children in preparing a bag on the day they are scheduled to go home with a full change of clothing to be left in their classroom.
- Upon returning to campus Monday morning, or whenever a child returns directly to school rather than the dorm, the child proceeds to his/her classroom and uses the bathroom to change into the clothing left prior to the trip home.
- The clothing the child is wearing upon his/her return is bagged and labeled (same bag to be re-used) and left in a collection bin in the school lobby.
- The bin is transported to Environmental Services for the usual laundering procedure.

ELECTRONICS

Electronics Policy Summary

Green Chimneys Residential Life is committed to broadening residents' social and recreational experiences. We understand the important role that electronic entertainment plays in the lives of today's youth. The use of electronic devices, although allowed, will be limited to specific times to allow residents to take full advantage of the therapeutic program that encompasses their daily life at Green Chimneys, and provide the opportunity to work with the staff, peers and their families to develop new coping skills, improve socialization, and grow as individuals. Privileges regarding electronics will be based on the S.A.F.E. level system, with each advancement in level granting another privilege. Children are expected to abide by the rules of the dorm, school and their homes at all times, however, it is their positive decisions, trustworthiness and overall safety that will determine how they can earn the use of electronic devices.

Electronics Access and S.A.F.E. Levels

Striver & Achiever: A child in good standing as a Striver or Achiever may be granted access to have an MP3 player, an educational electronic device (e-Reader without Wi-Fi capabilities), and a digital or chronograph watch. Smart watches are not allowed.

Forward: A Forward will be granted access to a handheld game device, as well as Striver and Achiever level privileges. A child can have up to three (3) games for their handheld gaming device. Games, as well as the device, must be inventoried and cannot be given to others. A handheld device must be kept locked in the office at all times and will be given to the child during designated times.

Exemplar: An Exemplar will be granted access to a tablet, as well as Striver, Achiever, and Forward privileges. Similar to the handheld device, the tablet must be kept locked in the office at all times and will be given to the resident during designated times. A tablet will be defined as an iPad, Kindle, Nook, or any other tablet-like device.

Transition: All electronic privileges are suspended for the duration of a child's placement on Transition level. The child will resume privileges corresponding to their level once taken off Transition.

Cell phones are permitted only for safety purposes when a child is approved for independent travel by the treatment team and parents.

EMERGENCY MANAGEMENT

Green Chimneys adheres to all regulations regarding emergency planning and required drills that address various emergency situations. Our Emergency Management Plan provides staff with a detailed description of emergency response options that are defined based on the character of the emergency and the extent of advance warning.

All parents will be notified of any drills or emergency protocol through our School Messenger system. Parents will be notified of emergency drills **after** they take place. For a full copy of our Emergency Management Plan, please contact our Quality Assurance Department at ext. 298.

TERMS TO KNOW

Shelter-in-Place

A course of action when students and staff are required to remain indoors, perhaps for an extended period of time, because it is safer inside the building or a room than outside. Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed or without windows. If there is an internal incident or administrative matter such as a medical emergency, a maintenance issue, or students fighting in a hallway that would require students and staff movement to be limited, a "Hold-in-Place" may be initiated. This is intended to keep students and staff out of the affected area until the situation can be rectified.

Evacuation

Evacuation is used when students and staff need to leave the building as quickly as possible, in the case of fire or other emergency. The school has procedures for partial or complete evacuation, including a designated safe location to which students may be transported. If students are to be dismissed from that off-site location, parents/guardians/emergency contacts will be directed where to pick up their children and will be required to sign out their child, as per our reunification plan (see below). A student will be released only to an adult with proper identification and who is documented as an emergency contact.

Lockout

This is the response to an actual or potential threat from outside the school building. An example of such a threat might be a wild animal outside of the school, police activity in the nearby area, or a potential intruder of any kind. The primary objective of a lockout is to quickly ensure all students, school staff, and visitors are secured in the school building away from the outside danger. There will be very limited access to the building during a Lockout. Outside activities are terminated and the school day proceeds as normal.

Lockdown

A Lockdown is initiated when any staff member has become aware of an actual or imminent incident that poses an immediate threat in or around the school. The primary objective of a Lockdown is to quickly ensure students, school staff, and visitors are secured in rooms away from immediate danger. Individuals will be kept within locked rooms until the incident is brought to a close by law enforcement personnel.

SAFEGUARDS FOR CHILDREN

Ensuring the safety of the children in our care is Green Chimneys' most important priority. In addition to the guidelines set forth by the New York State Justice Center for the Protection of Vulnerable Persons, Green Chimneys has developed our own practices and procedures to ensure the safety of all our children.

The following are Green Chimneys' practices:

1. An allegation of maltreatment may be made by any child, staff member, family member, or any other individual at any time.
2. If a staff member becomes aware of any allegation of maltreatment, the staff member is responsible for completing a **Child Complaint to Staff** form and forwarding this form to administrative staff members for review and follow up.
3. Family members or any other individual may make a complaint to any staff member or they may contact the Justice Center directly.
4. The Quality Assurance Department is responsible for the coordination of and follow-up on any complaint, regardless of whether or not the complaint is also reported to the Justice Center. Not every complaint, or concern, will warrant a report to the Justice Center. The Justice Center sets strict guidelines for which complaints and/or allegations are reportable and subject to investigation.
5. All staff members are required to have annual training in reporting practices. All staff in a direct care role at Green Chimneys are "mandated reporters" and must report to the Justice Center any observations or allegations of abuse, neglect or "significant incidents" (suicidal attempts, self-harm with injury, absences without leave, etc.).

What parents or guardians need to know about the Justice Center

VISION: People with special needs shall be protected from abuse, neglect, and mistreatment. This will be accomplished by assuring that the State maintains the nation's highest standards of health, safety and dignity; and by supporting the dedicated men and women who provide services.

MISSION: The Justice Center is committed to supporting and protecting the health, safety, and dignity of all people with special needs and disabilities through advocacy of their civil rights, prevention of mistreatment, and investigation of all allegations of abuse and neglect so that appropriate actions are taken.

Who can report an allegation of abuse or neglect?

Anyone – including a parent, advocate, or guardian – can make a report to the **Vulnerable Persons Central Register (VPCR)** hotline and is encouraged to make a report when they have the knowledge or have reason to believe that a person with special needs has been abused, neglected or mistreated. All staff within agencies that serve this population are mandated to report allegations of abuse, neglect and significant incidents.

The **Vulnerable Persons Central Register (VPCR)** is a toll-free hotline and incident reporting system for allegations of abuse and neglect available 24 hours a day, 7 days a week. **Call 855-373-2122.**

Student interviews

Routinely, investigators, program advisors and regulators from the Office of Children and Families (OCFS), New York State Education Department (State Ed) and the New York State Justice Center request to speak to students about the program and/or staff members to ensure the safety of the students and to assess agency adherence to regulatory requirements. Your child may be interviewed by one of the above mentioned oversight agencies while enrolled in our program.

Further questions can be directed to Quality Assurance at x324 or www.justicecenter.ny.gov

CAMPUS MAP

