

Green Chimneys Parent Handbook



GREEN CHIMNEYS PARENT HANDBOOK

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WELCOME TO GREEN CHIMNEYS!

For over 75 years, Green Chimneys has provided renowned therapeutic education and residential services for children in an innovative nature-based setting. We recognize that in working with children, we must focus on their strengths, provide our services in a safe, supportive environment, and help build connections that inspire healthy growth and development. Within this framework, nature and animals provide powerful learning experiences that can be translated into real life skills.

We celebrate our students' diverse strengths, identities and cultures. *Our* greatest strength comes from a collaborative team of skilled and dedicated employees who are committed to maintaining a community built on kindness, respect, inclusion, ownership and communication.

We value our families and encourage parents to participate as fully as possible in their child's experience at Green Chimneys to support educational and treatment planning, and to take advantage of fun and informative opportunities throughout the year. Please visit our website for information about Parent Training, Support Groups, and the Green Chimneys Parent Association:

[For Parents & Families - Green Chimneys](#)

TREATMENT PHILOSOPHY

Our programs and services – whether residential, educational or community-based – are part of the 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.

A Philosophy of Care Built on Seven Guiding Principles

- We value and promote **Human-Animal and Nature-Based Interactions**, understanding the impact they have on social development and emotional growth.
- We provide supports that are **Trauma-Informed** to create an environment of safety and promote empowerment to the individual while allowing them to heal.
- We provide children, their families, and our staff with opportunities for learning and growth by establishing expectations and goals that are **Individualized and Strength-Based**.
- We are **Family-Centered**, recognizing that families are the experts on their child and that strong family and community connections are essential to positive growth and change and a sense of well-being.
- We believe that **Positive Reinforcement** creates an environment that fosters growth and the development of skills.
- We value a **Collaborative Culture** built on professionalism, accountability, respect and the unique contributions of all team members.
- We are committed to constant **Quality Improvement** through continuous data collection, evaluation, research and adaptation.

MULTI-TIERED SYSTEM OF SUPPORTS

A Multi-Tiered System of Supports (MTSS) is a proactive and preventative framework that integrates data and instruction to maximize student achievement and support social, emotional, and behavioral needs from a strengths-based perspective. At the Tier 1 - or universal - support level, ALL students receive school-wide supports, including, and not limited to, Positive Behavioral Interventions and Supports (PBIS), Social Emotional Learning curriculum based on Dialectical Behavior Therapy (DBT) skills, and restorative practices. Some students require additional intervention and continue to receive high-quality Tier 1 support, as well as targeted support through Tier 2 or more intensive support through Tier 3 interventions. When a student's needs have been met, additional supports gradually reduce and the student graduates to the universal (Tier 1) level of intervention.

Positive Behavioral Interventions and Supports (PBIS)

As outlined in Green Chimneys' Guiding Principles, 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 earn 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

Behavior Management via 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 work directly with the children and log pro-social behaviors as they happen; allowing for both verbal recognition, and trackable data.

"Rock Bucks" are awarded for positive behaviors and logged into each child's Kickboard profile to be available as a reward. "Bucks" are cashed in at the campus store for goods (hygiene products, apparel and electronics), off-grounds experiences, and extra privileges on campus. Program staff track each student's progress and Bucks earned; all students have access to see how they are performing.

Response to Intervention (RTI)

Green Chimneys' Response to Intervention (RTI) protocols are comprised of three levels of supportive services. Tier 1 supports are universal interventions that are available for all youth and embedded into the general program. Tier 2 includes more intensive supports youth and can be delivered in small groups – e.g., specialized skills or clinical groups. Tier 3 supports are the most intensive services, are more individualized and can include Functional Behavior Analysis (FBA) and individual behavior intervention plans (BIP). Specific youth data points are reviewed regularly by the RTI Team to determine entrance and exit from the different tiered supports. Youth may also be referred for those services by self, parent, or treatment team. Youth that meet the threshold for tiered services will receive those services until exit criteria are met, and the treatment team and RTI team will monitor progress regularly and make adjustments as needed.

NATURE-BASED PROGRAMS AND ACTIVITIES

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, social development, the advancement of life skills, and recreation.

Our program encompasses all aspects of nature including horticulture, time spent outdoors and most significantly, access to diverse animal species and their care. Children can respond to animals in ways they often can't to people. Human-animal contact helps to 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 their 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.

Brewster Campus Nature-Based Programming

The Farm & Wildlife Center is where your student will participate in Farm Class, Wildlife Class and Garden Class on a rotating basis as part of the regular academic curriculum. Students also have the opportunity to participate in the Equine Program. Each nature-based area is led by full-time specialized educators who work along with a team of experienced animal and plant caretakers and interns to facilitate activities for the students, and to benefit the campus community.

Students also participate at the farm and in the gardens as part of their sessions with Occupational Therapists, Social Workers or behavioral support staff. Many of our older students gain work-based skills at Boni-Bel Farm, planting and harvesting vegetables, tapping trees to make maple syrup, learning to use light machinery, or helping to operate our Country Store, which is open to the public. *Boni-Bel is owned by Green Chimneys and located half a mile from campus. Participating students are transported back and forth in agency vehicles.*

Additionally, students have the opportunity to sign up for a weekly farm job through our Learn & Earn program, working one-on-one with a specially-trained Green Chimneys staff, intern or volunteer. Students voluntarily apply for these jobs each semester, or may be referred by a member of their treatment team. Farm jobs incorporate therapeutic activities with real-world responsibilities, offering each child an opportunity to work on specific issues, such as self-esteem, boundaries and empathy, as well as time management, listening and following directions, while working with animals or plants. Students are often highly motivated to participate in a farm job, and can successfully work on developing new skills in the farm setting. *Learn & Earn operates as part our Work-Based Learning model and students receive a stipend in accordance with their age and work schedule.*

Clearpool Campus Nature-Based Programming

Set on a campus encompassing 350 acres of woodlands, wetlands and forest trails, students at Clearpool have ready access to environmental studies, hiking, maple syrup making, forest ecology and countless outdoor experiences, just outside their classrooms. Students participate in Farm Class and Nature Class as part of the school curriculum throughout the year.

Full-time teaching staff utilize Popper Farm, with its animal barn, organic garden and pond, the Nature Room featuring small animals and wildlife, and the surrounding forests and fields for animal and wildlife lessons, horticulture, water studies and nature exploration in a weekly rotation. These campus areas are also utilized by Student Support and Social Workers.

Our Clearpool Campus has the unique distinction of serving as a New York State Model Forest. This designation supports environmental education and forest stewardship through the study of best practices in forest management and water conservation. Students benefit from hands-on learning and observation of important environmental processes and concerns in the New York Watershed.

Clearpool students also have the opportunity to participate in Learn & Earn jobs with the garden and animal caretaker. Students can assist with feeding and caring for the animals at the farm and in the Nature Room. They can also spend time working in the garden and tending to plants in the “green room” where the caretaker starts seedlings and grows plants in a garden tower.

A Note on Safety

All nature-based activities, animal-assisted therapy and animal-assisted education at Green Chimneys are conducted by specially trained and experienced facilitators, instructors and/or therapists. Activities are designed, evaluated and supervised to be beneficial and enjoyable for students, and the safety of all participants – both human and animal – is of primary concern. Parents should be aware, however, that similar to school sports and other outdoor activities, there is always an element of risk.

SCHOOL CURRICULUM

As part of our commitment to your child, and to provide a sense of familiarity and consistency to their academic progression, Green Chimneys School recognizes the importance of providing our students with established instructional models that are nationally recognized and used by many of our districts. Our students also benefit from a vast array of therapeutic programs that connect them with nature, develop social skills, and improve self-esteem.

Green Chimneys School follows New York State academic curriculum standards designated for Elementary, Intermediate and High School programs. Students receive a modified curriculum that supports the New York State Next Generation Standards and is based on their abilities, strengths and weaknesses, and individualized IEP goals.

Classroom teachers use the Explicit Direct Instructional Model (EDI) to develop differentiated instructional strategies for their classes whereby grade level information is delivered to students together as a group. Additionally, students' understanding of materials taught is assessed in accordance with their ability level.

Curriculum details and information related to the NYS Next Generation ELA and Math Curriculum can be accessed at [Next Generation Learning Standards | New York State Education Department \(nysed.gov\)](https://www.nysed.gov/next-generation-learning-standards). *If you do not have access to the internet, you may request a copy from your school district's special education office.*

SUMMER SESSION / EXTENDED SCHOOL YEAR (ESY)

Green Chimneys is a 12-month school program and provides academic services during the months of July and August. The goals of our summer program are to review/reinforce academic material learned, as well as prevent regression of social/emotional/behavioral gains. In-class lessons, therapeutic sessions with the social worker and related services (if appropriate) continue over the six week summer program period. Students are offered enriching and esteem-building activities including fishing, kayaking, nature study, special projects, and field trips. *Summer session appears on your child's IEP as ESY.*

WORK-BASED LEARNING (WBL)

Green Chimneys is dedicated to helping high school students prepare for their future by offering employment opportunities through work-based programs, both on and off campus. Our goal is to provide students with the skills and training necessary to prepare for independence and life after high school. Additionally, it promotes the building of work ethic, responsibility, and money management.

Our on-campus program consists of job zones designed to give each student the ability to build and improve their work-readiness skills. Students that are interested in working must also go through an application and interview process with their potential employer. Students are given the opportunity to explore their job interests by being offered a variety of both on and off campus opportunities.

Opportunities can range from working at our Boni-Bel Country Store to earning a coveted spot as a Farm Apprentice. Once a student demonstrates they are ready for more responsibility and independence, they are encouraged to apply for jobs in the local community. All of our students are provided with the encouragement and support needed to become a successful member of the working community.

GRADUATION REQUIREMENTS

New York State requires that high school students complete 22 credits
<http://www.p12.nysed.gov/specialed/gradrequirements/home.html>

In order to graduate with a state diploma, students must pass a minimum number of Regents tests, which are offered in June; retakes are available the following January. A student may take a test as many times as needed in order to pass.

Regents Diploma: 4+1 Pathway

4 Regents exams (English, Math, Science, Social Studies) + 1 more Regents exam in Math, Science, Social Studies or **CDOS certificate**. Exams are passed with a **65 or better**.

If one exam scores 60-64, it can be appealed as long as the other 4 exams are 65 or better.

Local Diploma: 4+1 Pathway

4 Regents exams (English, Math, Science, Social Studies) + 1 more Regents exam in Math, Science, Social Studies or **CDOS certificate**. Exams are scored as **55 or better**.

In addition to the diploma, Green Chimneys students have an opportunity to earn a **Career Development of Occupational Studies Commencement Credential (CDOS)**. This is a skills certificate recognizing that a student is ready for entry-level employment. In some cases, this can be used as a stand-alone existing credential, but it is **not** a diploma and the student has **not** graduated high school.

The CDOS certificate is contingent on the following:

1. Completion of a career plan each year.
2. Accumulation of 216 hours of work-based learning (including 80 hours of community service).
3. Commencement level attainment of the CDOS Learning Standards (basic employability skills).
4. Completion of an Employability Profile by a job site supervisor.

Meetings will be held throughout the year to discuss individual academic paths, options, and career goals with our school counselor.

If you have questions, please reach out to our School Counselor at x1508.

RECREATION

Recreational activities provide children with the opportunities and experiences to develop the necessary skills to optimally function physically, socially, and emotionally. Many of the children who come into our care have difficulty identifying and participating in recreation programming in their own communities. Our goal is to give the children we work with an opportunity to experience different types of recreation and leisure activities so that when they return to their communities, they are aware of a wide range of options, can find programs they may want to participate in, and feel empowered to do so. Staff look to support the children in feeling successful in all program areas, allowing them to integrate wholly into their Green Chimneys community, their home community, and beyond.

Brewster Campus Facilities

- Full-size Gymnasium
- 75-foot Indoor Pool
- Multiple Indoor Game & Activity Spaces
- 3 Multi-purpose Fields
- Outdoor Basketball Courts
- High Ropes Course/Climbing Tower
- Walking Trails
- Great Swamp for Boating, Fishing

Clearpool Campus Facilities

- Full-size Gymnasium
- Natural Lake for Swim, Boating, Fishing
- 2 Multi-purpose Fields
- Outdoor Basketball courts
- High Ropes Course/Climbing Tower
- 6+ miles of Hiking Trails

Therapeutic Recreation Services

Therapeutic Recreation uses activity-based interventions to address the needs of individuals to improve their overall well-being. This is a holistic and strengths-based approach that considers the emotional, social, physical, cognitive, and spiritual domains of a person. At Green Chimneys, Certified Therapeutic Recreation Specialists (CTRS) primarily work within the residential program, facilitating specialized therapy groups and individual services intended to target treatment-specific goals. Interventions include creative and expressive arts, physical fitness, nature, adventure, aquatics, and play.

Art Therapy

Art Therapy encourages people to express and understand themselves and their emotions through artistic expression and the creative process. Art Therapy is offered as a specialized therapy group for residential students and conducted by a Licensed Creative Arts Therapist. Art Therapy is also offered individually to residents, upon referral, as part of their overall treatment plan, and/or as a Tier 2 support. Therapeutic goals include but are not limited to: following directions, problem-solving, expressing emotions in adaptive ways, using art-making as a coping skill, and processing or sharing the artwork with others in order to promote social interaction.

Aquatics

All students who attend Green Chimneys School are offered a minimum of one swim class per week. Classes are provided by Red Cross-certified instructors to ensure students develop swimming abilities that will keep them safe in any aquatic setting, such as lakes, ponds, swimming pools and oceans. Multiple weekly sessions per week may be scheduled, depending on pool and instructor availability. Residential students are offered open swim, as part of their recreation time, multiple times per week.

Outdoor Adventure

Exploration of the natural environment and outdoor activities are part of students' academic programming, as well as recreational options. Outdoor adventure programming includes but is not limited to: high ropes, climbing tower, boating, survival skills, and animal tracking and identification. These programs are designed to teach students to engage positively with the natural world and physically challenge them, often helping them to step out of their comfort zone. Students learn a variety of skills from these activities, which help them to develop interpersonal, thought processing, and self-regulation capabilities.

Team Sports

Team sports offered at Green Chimneys include Flag Football, Basketball, Softball and Baseball. The goal of our athletics program is to build "Student Athletes" by helping them to develop the physical skills and self-awareness needed for participation in team sports. Here they can experience inclusion, teamwork, and healthy competition to prepare them for success in school and in community sports, once they leave Green Chimneys. All team members receive a jersey that says 'Green Chimneys Raptors' and opportunities to play include scheduled games against other school programs.

Off-Campus Activities

On occasion, team sports, specialized therapy groups, and leisure activities take place off-campus. Upon admission, parents/guardians receive a consent form that details the types of trips taken at the agency and what they entail. Separate notifications are sent whenever an activity involves overnight or long-distance travel. Some off-grounds activities may require on-site waivers/consent forms. The parent/guardian signature on a consent form authorizes Green Chimneys staff to sign facility consents/waivers on their behalf, when required (e.g. trampoline parks, adventure parks, skiing, boating, etc.) Participation on a trip is dependent upon each student's current status and ability to maintain safe behavior. For the well-being of your child, and all students on a trip, a student may be removed for safety concerns.

Weekend/Recess Break Programming

Programming on weekends and during school recess breaks is primarily leisure-based, and offered to students who remain on campus. Students have the opportunity to attend programs throughout each day, and participation is optional. Gym/field games, open pool, adventure programming, music, arts & crafts, videogames, and themed-programs are all offered on campus. Off-campus trips are regularly scheduled, as well.

RELATED SERVICES

Green Chimneys has full-time staff to provide individual occupational therapy and speech and language services as outlined by the student's IEP.

Occupational Therapy (OT)

Occupational therapists work individually with student utilizing numerous campus resources – including the farm – to support a student's overall ability to participate in their regular programming and build necessary skills for daily life. OT sessions often focus on fine motor skills, sensory processing, visual motor skills, daily living tasks/activities, social skills, cognitive skills, executive functioning, job preparation and more. Specific focus on handwriting, attention span, organization, sensory processing and visual motor challenges ensures the student can participate across academic settings. Throughout the school year, OTs collaborate and consult with the classroom teacher, parents, and other professionals on the IEP team to ensure that skills are being generalized across the school environment. This promotes carryover of skills across settings and supports positive mental health practices. Students also benefit from activities, such as cooking, gardening, working on the farm, and utilizing the sensory gym in the OT Room.

Speech and Language Pathology (SLP)

Speech and Language Pathology providers devise speech & language treatment plans to meet a student's individual and diverse needs, and develop life-long communication skills through therapeutic techniques, including animal-assisted therapy. The strategies and lessons provided during sessions are carried out and reinforced in every aspect of the student's day. Many speech needs include articulation and fluency, in addition to expressive and receptive language and most importantly, pragmatics. Sessions are provided in a 1:1 individualized setting in a flexible environment, and build upon the student's strengths while forming a supportive and trusting relationship.

Counseling

Please see Social Services section

EVALUATION OF PROGRESS

Green Chimneys Treatment Teams meet regularly to discuss the progress of each student as a means of evaluating the effectiveness of their current treatment/education plan. Treatment team meetings can be held at any time and team members, including the child, their parents and education staff members, may request a meeting to review current educational plan or address issues of concern.

Report Cards

Report cards are distributed quarterly and include progress in academic and program areas. You may access your student's grades online at <https://greenchimneys.powerschool.com/public/home.html>. If you need assistance, please contact the school office.

Individual Education Program (IEP) Progress Marks

In addition to the academic report card, your home district determines how often Green Chimneys will report the progress made on each IEP goal in your child's program. To align with most of our districts, Green Chimneys will share IEP progress marks quarterly, with the report cards.

Committee on Special Education Meetings

Individual Education Programs (IEPs) are approved by the home school district and parent at least one time per year during a Committee on Special Education Meeting (CSE). Members of Green Chimneys' treatment team and parents/caregivers work together to identify appropriate goals and objectives in the areas that address a child's individual needs. The team will also identify necessary accommodations and/or modifications that will afford your child the most effective education.

We encourage parents/caregivers to read through the NYS Parents Guide to Special Education to familiarize yourself with the Committee on Special Education process, and your role in the final decision making about your child's education plan. Parent guides can be found at:

<http://www.p12.nysed.gov/specialed/publications/policy/parentguide.htm#free>

Connecticut parents can review the Planning and Placement Team (PPT) process and your role in the final decision making about your child's education plan. Find information at: <https://portal.ct.gov/SDE>

If you do not have online access, please contact our school office for a printed copy.

SCHOOL POLICIES

ATTENDANCE

Green Chimneys School begins at 8:40am and ends at 2:40pm each day at our Brewster campus. For our Clearpool campus, the day begins at 8:00am and ends at 2:15pm. Please refer to the [Academic Calendar](#) for all recess weeks, holidays, and other scheduled closures or early dismissal days.

Absence and Late Arrival

If your child will be **absent or late**, please contact the Brewster campus school office at 845.279.2995 x1502 or x1506, and the Clearpool campus school office at 845.225.8226 x1651. If the office does not receive notice of an absence, a call home will be made and an email sent.

For parents/designees bringing their child to school, upon arrival, please accompany the child directly to Reception (Building 3). You may park in “Otter Lot” directly across the road from Reception. The receptionist will contact School Administration and your child will be accompanied to their classroom.

For the Clearpool Campus, please accompany your child and check in with the school nurse at the Health and Wellness building. The school nurse will notify the classroom teacher that your child has arrived. Classroom staff will come and bring your child to class.

Please follow this same process in the event you need to drop off any belongings, clothing or supplies to your child during the school day.

Teachers maintain daily attendance records for all students and are responsible for reporting excessive tardiness or absenteeism to the home districts. We strongly encourage ALL parents to speak with your child's social worker if absence is due to school avoidance issues so that an intervention plan can be developed.

Early Pick Up

If you need to pick up your child early, please contact the school office (Brewster Campus x1502; Clearpool Campus x1651). You will be directed where to meet your child and upon your arrival; a school administrative assistant will locate your child to have them brought to you.

Green Chimneys Administration asks that parents refrain from entering the classroom wings of the school building when dropping off late or picking up early, to avoid disrupting the education process for others.

For residential students, arrangements for late arrival and early pick up should be coordinated through the child's social worker. Parents/guardians should pick up and drop off students at the Health Center. Visitor parking is available between the Health Center and the gym.

Documentation of Absences

Excused Absence (EXC) vs. Unexcused Absence (UA)

Examples of Excused Absence

- Work Based Learning
- Related Services Appointment
- Respite
- Illness
- Hospitalization
- Doctor's visit
- Related Services appointment or other school activities such as Learn and Earn
- Religious holiday
- Extreme family emergencies (e.g., death in the family, hospitalization of family member, house fire, etc.)
- School district will not transport due to holiday or weather
- Suspension

Examples of Unexcused Absence

- Refusing to attend class
- Redirection Room/Incident > half the class period
- Missing the bus
- Oversleeping
- Personal reasons
- Staying home to babysit/work
- Keeping a lonely parent/guardian company
- Lack of required immunizations
- Family Vacation
- Attending a summer camp
- Absences in which the student failed to provide information establishing a valid reason for absence

Attendance may be viewed on the Powerschool Parent Portal:

<https://greenchimneys.powerschool.com/public/home.html>

INCLEMENT WEATHER

Green Chimneys School enrolls children from a wide geographic area that can produce different weather patterns. Please refer to your home school district for delayed opening, early dismissal or school closure as this will directly affect the availability of your child's transportation to/from Green Chimneys.

Parents and any additional caregivers are encouraged to enroll in School Messenger, Green Chimneys' school notification system, to receive weather notifications and other important alerts via text. To enroll in School Messenger, please text "Y" or "Yes" to 67587.

For more information, go to <https://www.greenchimneys.org/therapeutic-special-education/parents-families/announcements/inclement-weather>

DRESS CODE

The purpose of the school dress code is to help establish an optimal learning environment for all children in our program by minimizing distractions while keeping health and safety in mind. Green Chimneys is an affirmative environment committed to making all children feel safe regardless of race, gender, religion, sexual orientation and culture. General dressing guidelines:

- Pants should fit at the waist. Skirts and shorts should not be above the mid-thigh.
- Shirts should cover the shoulder; students should refrain from wearing tank tops with spaghetti straps, strapless/tube tops, and midriff-baring tops.
- To avoid injury and disease, shoes, boots or other sturdy footwear must be worn. Due to the nature of our campus activities/programs, sandals or other footwear that is not sturdy or that exposes any part of the foot below the ankle, may not be worn by students in school.
- Seasonally appropriate outerwear, including head and hand protection, is essential to the safety of each student and required for all students.
- Students may not wear clothing or affect an appearance at school that is, or could be construed as, disruptive to, or that compromises the maintenance of, a safe and orderly educational environment. *This includes but is not limited to, any manner of grooming, apparel, jewelry, emblems and/or badges, which by virtue of color, arrangement, trademark or other attribute that is discriminatory in nature, displays offensive/provocative language/pictures or is associated with/denotes membership or affiliation with any antisocial gang/group. Clothing or jewelry that supports or promotes profanity, the consumption of alcohol, drugs, and/or tobacco, sexually suggestive phrases, suicidal references or any other inappropriate phrases or symbols is not permitted.*
- For safety purposes, earrings that dangle below the ear lobe, including hoops of any size, cannot be worn at school. Any other jewelry that poses a safety issue is not permitted.

The School Administration reserves the right to suspend a student's participation in programs or activities, for which protective and/or seasonable clothing, footwear included, is essential, or for attire deemed inappropriate.

The administration reserves the right to confiscate that which is deemed inappropriate or unsafe for the school environment.

Any student in violation of the dress code will be sent home or to the dorm to change. Any clothing or jewelry in violation will be returned to the parent.

SCHOOL ELECTRONICS POLICY

Green Chimneys recognizes that students must learn safe and appropriate usage of electronics. However, this is viewed as a privilege and not a right.

Elementary/Middle School students are permitted to bring cell phones and electronics to school, however, they must be turned in to their teacher upon arrival each day.

High School students are permitted to bring cell phones and electronics to school and keep them on their person, but they must remain out of sight in accordance with the electronics policy.

Residential students are not permitted to bring a cell phone to school, in accordance with the Residential Services electronics policy.

For day students, please reach out to your child's teacher to further discuss. For residential parents, please reach out to your child's unit supervisor.

CHROMEBOOKS

Green Chimneys provides all students with a Chromebook to complete assigned class/homework. Chromebooks are expected to remain at school unless other arrangements are made with the team. Chromebooks are the property of Green Chimneys School, and not the student. Use of a Chromebook is a privilege; students are expected to handle school property with care and follow the general code of conduct. Each student Chromebook is connected to **GoGuardian**, an online service that allows educators and administrators to monitor student activity in order to keep students safe.

CONTRABAND & SEARCH POLICY

To ensure safety for all students and our campus community, we carefully monitor for potential risk or presence of harmful items. Our contraband search policy delineates rights, including right to privacy, which regulate searches, and conditions under which searches may be conducted. Searches of a student's property may only be made when there is reasonable cause to suspect, including:

- Child may have an item that does not belong to them.
- Child may have an item that is a crime or offense (i.e.; weapon, firearm, controlled substance).
- Child may have items that the agency considers to be dangerous or harmful to the youth, other youth, or the physical structure.
- Child has made threats to have such items outlined above.
- Any youth may be in imminent danger of serious harm due to their intent to use or distribute an object(s) or substance(s) believed to be in their possession.

CODE OF CONDUCT

Students enrolled in Green Chimneys School have the right to:

- A safe, comfortable, sanitary and therapeutic environment;
- A balanced, nutritious diet;
- To practice their religion and/or spiritual beliefs;
- Freedom from abuse, neglect or mistreatment from staff or other students;
- Access to a nurse/medical staff
- Be treated courteously with recognition of personal dignity;
- A clinically appropriate degree of privacy in sleeping, bathing and toileting;
- To communicate with family and to have family contact;
- An individualized treatment plan, individualized education plan (IEP), appropriate treatment services and the right to participate in the development of the plan;
- Bring any concerns or complaints to the attention of the program supervisor or other agency administrative staff, through the child complaint process;
- Be informed of their rights in language he/she understands.

The following conduct is prohibited:

- Language or acts that are profane, lewd, vulgar or abusive or engaging in actions that disrupt the normal operations of the school.
- Conduct that is violent or threatening, such as threatening or committing an act of violence against a staff member or other student or animal, possessing a weapon or destroying the personal property of others.
- Conduct that endangers the safety or welfare of others, or engaging in conduct that creates a substantial risk of injury, leaving program, stealing, bullying, intimidation, gambling, smoking or illegal drug use.

Violations of Academic Integrity:

- Plagiarism including reuse of work
- Cheating
- Theft of property

Use of Artificial Intelligence

Students should use Artificial Intelligence (AI) tools and techniques in a responsible and ethical manner. This includes not using AI tools or applications to plagiarize, cheat or gain an unfair advantage.

Generative AI tools should only given approval by the classroom teacher.

- Students should not share personal information with AI technologies, including name, birth date, address, or other financial or confidential information.
- When using AI tools and techniques, students should provide proper attribution and credit to the source of the tool or technique.

Violations of the Code of Conduct

As a rule, discipline is applied progressively, meaning that a first violation will usually merit a lighter penalty than repeat violations. The range of disciplinary actions includes mild consequences, such as skill practice with staff, as well as more consequential actions such as loss of privileges and individualized programming. In determining appropriate disciplinary action, administrators will consider:

- The student's age and functioning level
- The nature of the offense and the particular circumstances
- The student's prior disciplinary record
- The appropriateness of other forms of discipline
- Information from parents, staff and others

Parents must be notified of any student misconduct that results in an Incident Report. Parents and school districts will also be notified any time an administrator needs to consult with the appropriate law enforcement agency regarding violations that may constitute a crime, when deemed by program administration to be appropriate and in the best interest of the student. A student identified as having a disability shall not be disciplined for behavior related to the disability, except to the extent permitted by law.

Suspension from school is a severe penalty which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others. Green Chimneys may suspend both residential and day students for sufficient cause, but these cases are rare. Green Chimneys suspension procedures comply with New York State's suspension requirements as found in section 3214 of the Education Law and also conform to the federal requirements related to discipline of students with disabilities pursuant to 34CFR300

SAFETY FOR ALL STUDENTS STATEMENT

Green Chimneys School promotes educational measures that create an environment free from harassment, bullying, cyberbullying and all forms of discrimination.

New York State's Dignity for All Students Act (The Dignity Act) seeks to provide the State's public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function.

The following are the criteria used to define bullying:

IMBALANCE OF POWER, INTENT TO CAUSE HARM and REPETITION

As members of the Green Chimneys community, student responsibilities are to:

- Contribute to the preservation of a calm learning environment by respecting the principle that no student has the right to purposely interfere with the education of others.
- Abide by the Green Chimneys Code of Conduct.

Green Chimneys staff member responsibilities include:

- Modeling positive relationships that encourage confidence and growth;
- Educating students on bullying and the impact it can have on others;
- Providing supportive intervention and/or mediation through constructive conflict resolution;
- Supporting students through positive praise, e.g. verbal feedback;
- Teaching skills through therapy, groups, and the milieu.

Green Chimneys Administrator responsibilities:

- Enable students, family members, and others to make an oral or written report to school personnel;
- Require school employees to notify an administrator or designee within one school day of witnessing or receiving a report of harassment, bullying, or discrimination and to file a written report no later than two school days after such oral report/notification;
- Lead a thorough investigation of all reports of harassment, bullying, and discrimination that is completed promptly after the receipt of any written report and document findings
- Upon verification of harassing, bullying, and/or discriminatory behavior, take prompt action(s) reasonably calculated to end harassment, bullying and discrimination, to eliminate any hostile environment, prevent the recurrence of the behavior, and to ensure the safety of the student(s) against whom harassment, bullying or discrimination was directed;
- Prohibit retaliation against any individual who reports or assists in the investigation of harassment, bullying, or discrimination;
- Prevent harassment, bullying, and discrimination;
- Collect data and trends related to harassment, bullying, and discrimination;
- Inform the student's placing agency of any complaint and findings.

GRIEVANCE PROCEDURE

If you have any grievance concerns, please discuss the problem with your child's immediate team members.

IF YOU ARE NOT SATISFIED WITH THE RESOLUTION TO YOUR CONCERN

Discuss your Grievance/Problem with the following management staff:

- **School:** House Administrator, Director of Clearpool, or Principal
- **Dorm:** Residential Administrator, Assistant Director or VP of Residential Services
- **Social Services:** Social Work Supervisor, Assistant Director or VP of Social Services
- **Health Center:** Assistant Director or Director of Health Services

Finally, you may contact the Chief Program Officer x1132 or Chief Clinical Officer x1349

If after discussing your concerns with the program management staff, you are still not satisfied you may immediately file a formal grievance with the VP of Quality Improvement, 845.279.2995 x1210

IF YOU FEEL YOUR CONCERNS HAVE NOT BEEN ADDRESSED WITHIN THE AGENCY, YOU MAY CONTACT AN OFFICE LISTED BELOW

COA Council on Accreditation

<http://coanet.org/accreditation/report-a-concern/>

Office of Children and Families (OCFS), Regional office 845.708.2400

State Education Department 518.474.3852

Department of Health Complaint

<https://www.health.ny.gov/forms/doh-3867.pdf>

Office of Professional Medical Conduct 800.663.6114

Office of Professions 800.442.8106 or
conduct@nysed.gov

To report suspected abuse, call the NYS Justice Center 855.373.2122
Staffed 24 hours a day, 7 days a week

CONFIDENTIALITY

Green Chimneys maintains policies and procedures to ensure the confidentiality of personal information by limiting access to any/all information.

All employees sign and are bound to a confidentiality agreement as part of the hiring process.

FERPA and PHI Policies are available in student policy section. [School Policies - Green Chimneys](#)

SAFEGUARDS FOR CHILDREN [Safeguards-for-Children.docx.pdf \(greenchimneys.org\)](#)

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.

CLINICAL SERVICES & THERAPEUTIC SUPPORTS

SOCIAL SERVICES

The Social Services department provides comprehensive clinical and casework services to students/residents, and their families. On-staff Social Workers/Mental Health Counselors/Psychologists/Interns are the primary clinicians for the children and their families, providing individual and group therapy, along with family counseling and skill-building geared toward returning children to their communities or to a less restrictive setting. Job responsibilities include:

- Liaison to all campus program areas;
- Creating and implementing treatment planning within an interdisciplinary team, including the family
- Coordinating family interactions including home weekends/vacations;
- Identifying needs and referring families to services in the community, and other concrete services that will lead to a transition back to the home community.

Bachelor's-level Transition Coordinators provide various direct and indirect services to the youth and families in order to effectively link them to services in their home communities and prepare for a successful transition to subsequent programs and/or greater independence. The department provides leadership in its commitment to growth and change to improve our services to children and families.

Individual & Group Therapy/Family Support

Your child's therapist is a licensed or license-eligible Social Worker, Mental Health Counselor, Marriage & Family Therapist, Psychologist or Intern and serves as individual and group therapist, as well as family skill builder, clinical leader, case manager, and your liaison to the campus. Therapists practice within a family systems and trauma-informed framework and utilize evidence-based therapies, including:

- Dialectical Behavioral Therapy (DBT)
- Cognitive Behavior Therapy (and Trauma-Focused CBT)
- Narrative Therapy
- Motivational Interviewing
- Animal-Assisted Therapy
- Play Therapy

The therapist will be in contact with you weekly, or as needed, to discuss treatment planning, including your child's functioning at home, arrange visits if applicable, and help facilitate communication between other treatment team members and yourself. They will also work closely with your placing agency (school district or local social service office). The following services are offered to your child during the course of their treatment:

- Weekly individual therapy sessions
- Weekly classroom-based group therapy sessions focused on social-emotional learning (SEL) through usage of a DBT skills curriculum
- Twice-monthly parent trainings (DBT & Therapeutic Crisis Intervention (TCI) curriculum)
- Monthly parent support groups
- Time-limited specialized groups, as a Tier 2 targeted support

Residential youth and families are also offered:

- Family counseling and supports, monthly, at minimum; schedule to be worked out between the family and the provider
- Transition coordination services with an assigned Transition Coordinator to help with residential discharge and adult planning
- Additional skill-building supports when applicable with an assigned Transition Coordinator

Treatment Planning

From the time of admission, we begin working with you to develop and implement treatment goals. Every student has an Individualized Education Plan (IEP). The IEP identifies your child's needs, the academic and social-emotional goals, and the educational and related services in place to meet those goals. Goal development and tracking are done directly on your child's IEP as the main focus is school-based management. The Committee on Special Education schedules an Annual Review, as well as any additional Program Reviews, as needed, to monitor progress on goals and services. The parent/youth/treatment team may also request team meetings at any point, when an issue needs more attention and support.

- Annual Review/Program Review (Committee on Special Education hosts): Occurs annually, and as needed, to review and approve continued placement, review IEP goals. CSE chair, teacher, therapist, and other related services providers are present.
- Initial Case Conference: Occurs within first 30 days of placement, review of history and family's expectations of treatment. All treatment team members are expected to be present at this meeting.
- For youth receiving higher tiered supports (Tier 2 or 3), monthly treatment reviews are held to monitor progress and response to added supports.

For Residential Students

- Comprehensive Treatment Plan (CTP) will be established during or shortly after the Initial Case Conference, which will incorporate your child's Individualized Education Program (IEP) and other treatment goals and objectives to help achieve the best outcomes for your child. The CTP includes diagnostic impressions, strengths, needs, goals, specific objectives, target dates and services to be provided in order to reach those goals. It is drafted by your child's therapist, with input from yourselves, your child, and other treatment team members. The CTP also includes discharge and transition planning, and may be modified at any time
- Quarterly Treatment Review: Occurs every 3 months to review CTP, progress on goals/objectives, and modify as needed. All treatment team members are present, including you and your child (depending on age and functioning).

Respite Services

Respite is a preventative program designed for short-term stabilization and therapeutic intervention, offering both individual and group therapy sessions focused on DBT skill-building and other therapeutic modalities that support development of coping skills. Respite services are primarily offered for youth in need of a higher level of support (Tier 2 and 3). Respite practices provide a structured, stable environment, allowing students to safely build skills for handling problematic and escalating behaviors, which can be used during crisis situations. Our program addresses a wide range of disorders, behaviors, and needs, tailoring treatment to each child's specific situation through a variety of approaches, such as hands-on activities, talk therapy, community involvement, animal interaction and nature-based activities, and other activities based on a child's strengths and interests.

Emphasis is on skill-building in essential life skills, and addressing emotional needs through structured sessions. Collaboration with the school and residential program provides for sessions and groups from wake-up until the end of the residential day, reinforcing skills across different program areas. This collaborative approach aims to help students integrate these skills into their lives both at Green Chimneys and beyond, building self-esteem, fostering relationships, improving emotion regulation, enhancing distress tolerance, and promoting healing from trauma. Recognizing the importance of family involvement in the therapeutic process, family work is incorporated into our program through specialized sessions aimed at improving interpersonal effectiveness and emotion regulation within families.

Transitional/Discharge Planning

Whether your child is a day student or a resident, we offer support with future planning. For Residential Students, in preparing for discharge, graduation and for some, adulthood, you and your child will be assigned a Transition Coordinator who helps locate and access services in the community. These services include, but are not exclusive to in-home supports, access to Medicaid and if/when necessary adult housing. Transition Coordinators may also assist with additional skill building and serve as an integral treatment team member once assigned.

For Therapeutic Day Students, the therapist will work in conjunction with outside providers to help you and your child navigate those next steps. Transition Coordinators may also be accessed when your child is enrolled in the therapeutic day program, on a case-by-case basis. Your child's therapist will identify the service need with your support and make the appropriate referral.

THERAPEUTIC SUPPORT SERVICES

The Therapeutic Support Services (TSS) team maintains a constant presence and utilizes a proactive, trauma-informed approach to crisis prevention and intervention to promote measurable, positive changes in the ability to manage stressful situations. TSS specialists use techniques from Therapeutic Crisis Intervention (TCI), Dialectical Behavior Therapy (DBT), and PBIS to promote social-emotional learning, specifically through the lens of crisis prevention and intervention.

Redirection Rooms

Redirection Rooms offer youth a break from program, allowing their behaviors to be assessed and to stabilize the child's behavior in a different environment for a short period of time. Use of redirection rooms is indicated by increased difficulties in the dorm or classroom and in instances when crisis intervention within the program area is unable to ensure the safety of the child and others. Youth can be referred to the room by staff members, or they may request their own program break.

Sensory Room

A space created for children 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.

Push In Services

Therapeutic Support Specialists are assigned to specific school and residential buildings to offer preventive support to youth. Specialists can be available to offer youth support in their program area or support youth in transitioning back into their expected program.

Therapeutic Crisis Intervention (TCI)

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 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 (TCI) Curriculum. 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 where emergency interventions are used. Restraints are monitored and reviewed by the Green Chimneys Administration on a regular basis.

COMMUNITY BASED SERVICES

Green Chimneys' Community Based Services Division provides **day and residential students, along with their families**, access to an extensive array of therapeutic resources, programs, and supports. These services have been enhancing the lives of youth and families in the Hudson Valley region for over 25 years, all at no cost to families.

Children and Family Treatment and Support Services (CFTSS): Day and residential students can benefit from assessments, individual and family therapy, rehabilitation, skill-building, treatment planning, respite, and crisis intervention services. With Medicaid covering costs, families can access these services at no cost to them. Green Chimneys staff will assist families with determining eligibility and applying for Medicaid if needed.

Arbor House Youth Shelter: A vital resource for day students (only), the Arbor House Youth Shelter offers temporary residential stays and support for youth experiencing crises. This includes counseling, case management, group therapy, and family-focused services. Therapeutic day school students may particularly find the respite beneficial for addressing challenges in their home life. A 24-hour hotline ensures support is always available.

Transitional Living Program: For residential and day students nearing adulthood and who are at risk of being homeless, this program is instrumental in fostering independence, offering guidance, essential life skills, and connections to community resources for long-term success.

Community Outreach Center: Day and residential students are welcome to participate in the **after-school programs** at this safe and engaging environment. Students can enjoy activities such as arts and crafts, homework help, and psycho-educational groups, which promote personal growth and pro-social behavior. The dedicated "teen night" on Thursdays, complete with pizza, offers additional opportunities for connection and fun. This center collaborates with Arbor House to ensure comprehensive supports.

Health Home/Care Management Services: Designed to serve both day students, and residential students **post discharge**, this service ensures that all aspects of a child's care are well-coordinated. With access to Medicaid-covered services and support for eligibility applications, families can feel confident their needs will be met.

For further information, contact Clare Rigano at crigano@greenchimnys.org or 845.279.2378.

HEALTH & WELLNESS

Green Chimneys has a long history of providing exceptional medical care for our students and residents. Our nurses work collaboratively with parents/guardians, youth, residential staff, teachers and physicians to provide a healthy environment for all. In order to protect the health and safety of our students and staff, we offer the following guidelines covering the most common health-related occurrences. If your situation does not appear below, please contact the Health & Wellness Center to discuss your specific needs.

THERAPEUTIC DAY PROGRAM HEALTH SERVICES

The School Nurse, located in the school administration building, is on site Monday-Friday during normal school hours. The School Nurse plays an active role in managing student health, health emergencies and communicable diseases. Please ensure your child's annual physical, OTC treatment form, and emergency forms are on file at the start of each school year. The School Nurse provides daily health services to students, including, but not limited to:

- Triage, assessment, and care of illness and/or injury;
- Medication administration;
- Case management for students with health care needs;
- Health education and counseling related to individual health care needs;
- Counseling, tracking, and follow up for students who are referred for follow up care based on the results of vision, hearing and scoliosis screening, students without adequate documentation of immunizations;
- Communicating with students and families, along with school personnel as needed, regarding student's health.

Prescription Medication

If your child needs to be given prescription medication during school hours, we require a doctor's order and parent/guardian's written authorization. All medication must be in its original container with the pharmacy label attached and must be brought to the School Nurse by an adult. Students may not transport medication under any circumstances. For administration of over-the-counter medication, students are required to have an annual OTC form signed off by their physician and parent/guardian.

Injection Medications/Inhalers

Injection medications (e.g. Epi-Pen) and/or inhalers will be administered by a trained administrator to any student with a medically diagnosed allergic condition that requires prompt essential treatment to protect the student against serious harm or death. All medication must be in its original container with the pharmacy label attached, and brought to the School Nurse by an adult along with a copy of the medication order.

Illness and Injuries

Every effort is made to reduce the spread of illness on our campus by encouraging and modeling proper infection control procedures. In some cases, a doctor's note may be required for your child to return to school. In the case of illness or injury during school hours, the School Nurse may administer first aid only. **To help keep our campuses healthy, PLEASE:**

- Keep your child home and notify the school nurse if they are not feeling well.
- Report illnesses such as COVID, Influenza, Strep, and/or other bacterial/infectious illness.

Head Lice

Green Chimneys follows the New York State School Boards Association guidelines for treatment of lice in a school and residential setting. Students are allowed to attend school and are not excluded from any activity due to the presence of lice or nits. Families will be notified and provided information or resources on lice treatment and removal.

Crutches/Wheelchairs/Casts

All students who may have suffered an injury that calls for the use of crutches, wheelchair, or casts in school will require a doctor's note which remains on file with the nurse. It must contain instructions regarding specific restrictions from physical education, recess, and/or other instructions unique to the injury. Please keep the School Nurse or Health & Wellness Center informed of any changes in the doctor's order, especially when the restrictions are lifted.

Pool Restrictions

As a precautionary measure, students may not enter the pool area if they have an open cut, wound, rash, or active cold, or other contagious illness.

RESIDENTIAL PROGRAM HEALTH SERVICES

All residential students receive health services through the 24-hour Health & Wellness Center. Upon admission, we ask that you make every attempt to be available by phone or on campus for your child's initial history and physical. The valuable developmental and psychiatric history of your child/children is needed from you, the guardian, to assure the highest quality of care.

The following care will be provided to residential students by the Green Chimneys Medical Team:

- Annual physical
- Diagnosis and Treatment of customary childhood illness and injuries, e.g. ear infections, strep throat, asthma, influenza, musculoskeletal injuries
- Prescription medications
- Laboratory evaluations as determined by the treating psychiatrist or medical practitioner
- Dietary consultation and continued monitoring
- Psychiatric care and medication management
- Reproductive health, as deemed appropriate
- Case management for students with health care needs
- Health education and counseling related to individual health care needs

In the absence of a Health Practitioner, the children are evaluated by the Green Chimneys Nursing Staff. If a situation requires immediate care, we will make use of the local Emergency Services. Every attempt will be made to contact you prior to transporting your child to a medical facility.

Dental/Orthodontics

Green Chimneys does not provide dental or orthodontic services. We ask that families continue routine dental appointments with their family dentist and provide record of visits to the Health Center.

Medication/Pharmacy

Medication is managed by our on-site providers and administered by the nursing staff at designated times. Medication from outside specialists must be sent to Green Chimneys' pharmacy or provided by the family. Doctor's orders are required for all medication supplied by the family.

Medication is supplied by Hudson Pharmacy in Ossining, NY. We utilize a medication administration system called "Medicine On Time", in which medication is packaged in a multi-dose blister pack. Payment for these medications is the financial responsibility of the guardian.

Prescribed medication(s) for home visits will be supplied by Green Chimneys, when the request is received at the Health Center and with adequate notice. We understand that situations will arise when adequate notification will not be possible. In these instances, we will have the physician call in a prescription for the needed medication to your local pharmacy. We ask that you keep a supply of over-the-counter medications available at home as we will not supply these for a home visit.

When an outside physician makes a medical recommendation for your child, professional practices require that a written or electronic prescription from the ordering physician must be provided before the medication can be started at Green Chimneys. The prescription must include the diagnosis of the child, the reason for the medication, and directions for administration. This applies to prescriptions, as well as over-the-counter medications.

Injection Medication/Inhalers

Injection medications, e.g. Epi-Pen, and/or inhalers will be administered by a trained administrator to any student with a medically diagnosed allergic condition that requires prompt essential treatment to protect the student against serious harm or death. The on-site medical provider will order Epi-pens and/or inhalers, and all medication will be kept at the Health & Wellness Center. We ask that families keep emergency medication on hand for weekend visits. Please notify the Health & Wellness Center if you do not have access to this medication at home.

Supplements

Additional supplements brought in by the family must be approved by the consulting pediatrician or psychiatrist

Illness and Injuries

Every effort is made to reduce the spread of illness on our campus by encouraging and modeling proper infection control procedures. Residential youth who are not feeling well, may be admitted to the Health & Wellness Center for observation. Diagnostic testing and medical assessment will be conducted by the nursing and medical staff. Families are permitted to pick their child up when they are ill. If your child becomes ill while at home, please notify the Health & Wellness Center. In some cases, a doctor's note may be required to return to the residential program.

**In the event a child needs emergency care beyond what can be provided on our campus, 911 will be called and parents/guardians will be informed immediately.*

Insurance

Financial responsibilities of the guardian include payment for all outpatient consultations, inpatient services, hospital admissions, laboratory services, prescription drug fees, and some co-payments

Consultations

If Green Chimneys' medical providers make a referral to a specialist, we encourage families to make arrangements with doctors in their community that accept their insurance. Guardians have valuable medical history that is imperative for the healthcare provider to have access to at the time of the consultation. In the event that a local specialist cannot be found, Green Chimneys will assist in locating a provider and help with transportation if necessary. If an outside provider makes a referral to a specialist, the family is responsible to arrange and transport their child to the appointment.

MEALS & NUTRITION

Green Chimneys' dining hall provides all students with healthy, well-balanced meals. A registered dietician works with our dining hall staff to carefully plan meals that provide nutritious options, which are sensitive to dietary restrictions and the tastes and appetites of young people. From gluten-free, nut-free, dairy-free, and vegetarian options, our dining staff has developed a system to meet many different needs. Every effort is made to follow a pre-scheduled menu, however, meals are subject to product availability or other circumstances, and adjustments sometimes must be made. Any questions or concerns should be addressed through your child's social worker.

Day Students

Students are provided lunch each school day, and an additional afternoon snack at a scheduled time within each classroom. Parents may provide a bag lunch for their child but please note that our facility does not provide refrigeration or heating appliances. Sharing of food is not allowed due to food allergies and diet restrictions.

Residential Students

Residents are provided daily breakfast, lunch, dinner, and additional snacks at scheduled times throughout the day and evening. Parents are permitted to send in a shoe-box sized container with alternate healthy snack options for their child. Please note, residential students are not permitted to have items that require refrigeration or heating unless arrangements have been made through the dietician and the child's team.

Allergies

Our dining services staff is fully trained in preventive practices regarding children with allergies and is notified of all children with food allergies. For peanut allergies, our serving windows are clearly marked as peanut-free areas. Posted signage and use of disposable utensils and plates are used for these areas. Signs are also posted near silverware receptacles to remind all staff and children to avoid cross-contamination.

Dietary Restrictions

If your child has a special dietary restriction, please provide a copy of your health provider's statement that clearly outlines the source of the sensitivity and dietary restriction. Day students should provide a copy to their social worker while residential students should provide a copy to our Health & Wellness Center. The details of the restriction will be forwarded to our dining hall staff and an alternate meal will be prepared as resources allow.

Nutrition Services

Our registered dietician works in collaboration with the Health Center and Food Services to ensure all snacks and meals meet the highest standards. Residential students are provided dietary consultations every 6 months, as well as oversight of growth, development, and lab values.

VISITING CAMPUS

While Green Chimneys is a visibly open campus, we adhere to specific protocols to ensure the safety and well-being of our students and staff. When visiting either school campus, for a meeting or any other reason, you will need to follow campus visitor procedures. Please do not go directly to your destination before signing in and obtaining a visitor's badge. [View visitor procedure on our website.](#)

Due to the volume of cars that access our campuses during the school day, we ask that all visitors park as directed. Please make every effort to avoid parking in NO PARKING zones and accessible spaces, if you do not have a permit. Campus lots are patrolled and cars may be towed.

Brewster Campus Arrival & Check-In

Designated Visitor Parking is located in Horse Lot, located next to the gym building, and just inside the entrance to Otter Lot, across the street from the main campus. Visitor spaces in the Horse Lot are only available during school hours; all spaces in Otter Lot can be used at all times. Accessible parking is marked; permit must be visible. If assistance is needed, please let your contact know in advance.

Check in at Reception (Building 3)

- Show photo ID and sign in to receive a visitor badge
- Check the location of your meeting
- Get directions, if needed

Clearpool Campus Arrival & Check-In

Designated Visitor Parking is the driveway to the left of the Administration Building. If these spaces are filled, you may park in any available space along the road. Accessible parking is available in the lot across from the Dining Hall. Permit must be visible.

Check in at Administration Building (next to green gate)

- Show photo ID and sign in to receive a visitor badge
- Check the location of your meeting
- Get directions, if needed

Please Leave Personal Dogs Safely at Home

Green Chimneys is known for its animal-assisted practices and the integration of animals into many aspects of campus life. However, due to the large numbers of families we serve - and that not all dogs enjoy a busy setting like ours - we ask students and their families to leave personal dogs at home.

Video Surveillance

For the safety of our staff and students, outside areas and all campus buildings, including common areas of the school and residences, are under video surveillance. Video surveillance is not allowed in areas where privacy is expected, such as bedrooms, bathrooms, or individual office spaces. Any video footage may be preserved or shared in accordance with federal and state law or oversight agency regulations.

EMERGENCY PREPAREDNESS

CAMPUS SAFETY DRILLS & EMERGENCY MANAGEMENT

Evacuation and Lockdown Drills

- Fire drills, as required by Section 807 of the New York State Education Law, will ensure rapid and orderly occupant evacuation of school buildings at the time of a real fire emergency.
- New York State guidelines mandate that 8 evacuation and 4 lockdown drills are conducted in a 10-month school year. Additionally drills are held in the summer months and during residential times.
- Students receive curriculum training in fire safety.

Emergency Management

- Green Chimneys adheres to all regulations regarding emergency management planning.
- 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 the School Messenger system. *Please be sure to opt in: text “Y” or “Yes” to 67587.*
- Parents will be notified at least a week before any lockdown drill is scheduled.

HOW TO PREPARE FOR A SCHOOL EMERGENCY

Preparing your child

Talk with your child about the importance of following instructions during an emergency. Tell your child not to use a cell phone during emergencies. Explain that unauthorized cell phone use can put people at risk and may be distracting from important safety instructions.

Prepare as a parent

Please keep your child’s information up to date. Emergency contacts, medical information, change in guardian, etc. should be reviewed regularly with changes provided to the School Administration immediately. Parents should provide an alternate phone number/s for themselves and other authorized school pick up individuals.

Prepare as a family

It’s important to have a family plan for an emergency. Be sure to review and have your family familiar with the plan.

EMERGENCY TERMS & PROCEDURES 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 initiated when students and staff need to leave a building as quickly as possible, in the case of fire or other emergency. Procedures are in place 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.

Secure Lockout

This is the response to an actual or potential threat from outside a 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, staff, and visitors are secured in the building, away from the outside danger. There will be very limited access to the building during a Lockout. Outside activities are terminated and activities – school or other – proceed as normal.

Lockdown

This is the response when any staff member has become aware of an actual or imminent incident that poses an immediate threat in or around the campus. The primary objective of a Lockdown is to quickly ensure students, 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.

Green Chimneys Reunification Protocol

Circumstances may occur on campus that require parents to pick up their students in a formalized, controlled release. This process is called Reunification and may be necessary due to weather, a power outage, hazmat situation, or other on-site crisis. The process is designed to protect the safety of each student, and provides for an accountable change of custody from Green Chimneys to a recognized parent or guardian.

Green Chimneys' Reunification Protocol makes this process more predictable and orderly for all involved. Because a reunification is not a typical end of school day event, it may occur at a location other than the Green Chimneys campus.

Students must be orderly and quiet while waiting. Students are asked not to send text messages either in or out of the school or reunification area. Keeping cellular network usage at a minimum may be important during a reunification.

Notification

Parents will be notified using the Green Chimneys School Messenger system. A phone call and/or text and/or email will be sent to the number/email address provided to the school, and provide detailed instructions or status updates.

Check-In Procedure & Identification

Parents/guardians will be directed where to check in. Valid ID is required to confirm identity and custodial rights, and parents must fill out a **reunification card**. Please note that this card will be separated so some of the information is duplicated; please fill out all sections. In the case of multiple students being reunited, a separate card for each student needs to be completed. From the check-in area, parents will be directed to the reunification area.

Interviews and Counseling

In some cases, parents may be advised that a law enforcement investigation is underway and that interviews are necessary. In extreme cases, parents may be pulled aside for emergency or medical information.

What if a parent can't pick-up their student?

When a parent can't immediately go into the reunification site, students will only be released to individuals previously identified as an emergency contact. Otherwise, the school will hold students until parents can arrive to pick them up.

Threat Assessment – A Violence Prevention Model

Green Chimneys has a threat assessment team consisting of Administrators and Mental Health professionals with consult from Law Enforcement.

- Green Chimneys follows the evidence-based Comprehensive School Threat Assessment Guidelines (CSTAG) model. Education, Therapeutic Support Services, Residential and Clinical Leadership have all been trained.
- The team's task is to evaluate and respond to prevent any action.
- Parents will be notified, and may be interviewed or asked to participate in safety planning if your child has made a threat or is the target of a threat.
- Please encourage your child to share information about a potential threat either by telling a trusted adult or reporting anonymously through our website: [Incident Report - Green Chimneys](#)

If you have any questions, please reach out to the Chief Clinical Officer x1349.

RESIDENTIAL SERVICES

Residential Services provides a comfortable and caring setting for each and every student enrolled in Green Chimneys' residential program. Our goal is to maintain a strong community across all dorms and within living units so that students experience beneficial peer relationships, and can develop and practice life skills, with genuine support and guidance from staff. Students are also supported in building their own sense of self and personal expression through their individual spaces and belongings.

All residential units are gender-inclusive and dorm assignments are determined by a range of factors based on the individual and their treatment goals. Administration takes into account the age of the youth, as well as their emotional and cognitive functioning. Questions or concerns about your child's assignment can be brought to the attention of the unit supervisor.

RESIDENTIAL STUDENT RIGHTS

Students in the Green Chimneys Residential Program have the right to:

- A safe, comfortable, sanitary and therapeutic living environment;
- A balanced, nutritious diet;
- Appropriate clothing, adequate personal hygiene and grooming supplies;
- Practice their religion;
- Freedom from abuse, neglect or mistreatment from staff or other residents;
- Timely, appropriate, quality medical care including the right to be informed about medication and medical issues;
- Be treated courteously with recognition of personal dignity;
- A clinically appropriate degree of privacy in sleeping, bathing and toileting;
- Receive visitors at reasonable times, to communicate with family and to have family contact;
- An individualized treatment plan, individualized education plan (IEP), appropriate treatment services and the right to participate in the development of the plan;
- Bring any concerns or complaints to the attention of the program supervisor or other agency administrative staff;
- Be informed of their rights in language they understand.

GOALS OF RESIDENTIAL TREATMENT

- Enhance attainment of life skills
- Enhance attainment of social skills
- Strengthen relationship skills with peers and adults
- Provide a sense of safety and structure
- Experience a sense of community
- In vivo practice of emotion regulation skills

RESIDENTIAL STUDENT DAILY ROUTINE

Transition Time (~15 minutes) task-focused activities

Youth return to their living unit after school and are responsible for room care (cleaning room; tending to laundry) and starting homework.

Dorm Check-In (~5-10 minutes) a **brief** afternoon update with the residents, including:

- Any important information pertaining to the dorm
- Schedule for the afternoon/evening
- ROCK expectation of the month and the current ROCK challenge
- DBT Skill of the Month and how to apply it to the day
- Restorative/Dialogue Circles
- Dorm meeting

Typical Activities

Dialogue Circle • ROCK Store Shopping • Game Room Time • Dorm Meetings

Free Time

- Time outside: farm, Tom's Trail, playground, basketball, etc.
- Dorm activities: board games, TV, personal electronics, phone/video calls, etc.
- Personal time: reading, drawing, laundry/homework, listening to music, etc.

Recreation Programs

Residential students are encouraged to attend and participate in recreation/farm/garden program offerings for a minimum of 30 minutes. Options include Soccer, Flag Football, Softball, Breakout, Kickball, Pool, Bike Riding, Backyard Games, Arts & Crafts, and other organized activities.

Therapeutic Groups

Therapeutic programming is an integral part of treatment. Group programs that occur in the evening hours include but are not limited to, Social Worker sessions, Social Work Group, Recreational Specialized Programs, and Life Skills. Some students may receive additional support from CBS providers, Rec therapists or TSS. Those individually scheduled times are also part of that child's treatment. Full participation in these groups/sessions is expected and should be strongly encouraged.

Evening Routine Staff ensure each student tends to necessary tasks* and has appropriate free time.

- Shower
- Snack time
- Phone calls
- Room care/laundry, if yet to be done
- TV/Electronics time

**Please note that shower/hygiene tasks should be completed before taking part in snack, phone calls and TV/Electronics.*

Phone Calls occur nightly during evening routine. All residential students can make a phone call *each night* as long as they adhere to the 10-minute time limit, in order to accommodate all youth. Phone call duration can be flexible on weekends. All residential units have a designated iPad device to allow students to FaceTime home. Please contact your unit supervisor for more information.

Individuals with cell phone privileges are able to use their cell phones to call home following the guidelines of the program.

Room Care is part of evening routine responsibilities. Students are expected to tidy bedrooms and complete the task of preparing and laying out clothing, shoes, outerwear for the next day.

Bedtime is based on age

- If an individual is consistently struggling to wake up and get out of bed in the morning, their base bedtime will be reduced until they can demonstrate they are ready to resume a later bedtime
- Students are permitted to do quiet activities in their bedroom for 15-20 minutes at bedtime.

PERSONAL ITEMS

Backpacks and Personal Bags

To ensure the safety of our students, staff, and campus community, residential students will only need to use backpacks and personal bags when travelling to and from home, and only when necessary. Backpacks and personal bags are not permitted in school or to carry around campus at any time. Backpacks and personal bags must remain in the living unit until time of travel.

Cash on Hand

Residential students are permitted to have a maximum of \$20.00 cash on hand. Please note that money is not needed in our program or during any recreational trip/activity. If money is brought to campus, it is at a resident's own risk.

Credit Cards, Debit Cards, Cash Apps

Under the guidelines of the program, credit, debit and cash apps can be accessible to individuals as long as the program permits. If misuse takes place, we ask that parents/guardians discontinue access.

Mail

Families may send letters and/or packages to their child using the main Green Chimneys address. All mail is processed through our campus mail room and forwarded to the living units via the Residential Services Department. To avoid delays, please put your child's name and dorm unit on the envelope or package label. To ensure safety for all, packages are opened in the presence of a staff member.

Snack Policy

In our continued efforts to provide healthy, nutritious meals and snacks to your child, our policy includes personal snacks sent from home. Under the guidance of the Health Center and Dietician, we have established acceptable snacks that may be sent:

- Protein bars
- Laughing Cow cheese
- Shelf-stable yogurt
- Single-serve peanut butter with Teddy Grahams
- Quaker rice crisps
- Veggie sticks
- Sweet potato chips
- Cheese Whisps
- Light popcorn
- Pretzels
- Cheez-Its
- Goldfish
- Pirate's Booty
- Fruit strips
- Slim Jims
- No sugar added fruit cups and applesauce

In addition, please note the following guidelines:

- Personal snacks should fit in one shoebox-sized container
- Snacks should be single-serving size
- No beverages (storage issue)
- Nothing that requires refrigeration (storage, health issues)
- Nothing requiring heating/microwaving (health, safety issues)

Please reach out to your child's dorm supervisor with questions or concerns regarding the snack policy.

RESIDENTIAL ELECTRONICS POLICY

Green Chimneys understands that electronic devices are essential to daily life for youth. As facilitators of life skills, we want to assist youth in navigating the appropriate use of such devices. However, this is viewed as a privilege.

All youth age 13 and older will have the opportunity to have a device in the residence. Access to such devices is dependent on exhibiting safe behaviors; this is determined by the treatment team in consultation with the parent.

Each youth and caregiver will receive a copy of the full electronics policy and consent to sign before allowing a device to come to campus. Please reach out to your unit supervisor to discuss this procedure further. Residential students do not have access to their cell phones during school hours.

CONTRABAND & SEARCH POLICY

To ensure safety within our residential program, we carefully monitor for potential risk or presence of harmful items. Our contraband search policy delineates rights, including right to privacy, which regulate searches, and conditions under which searches may be conducted. Searches of a residential student's property may only be made when there is reasonable cause to suspect, including:

- Child may have an item that does not belong to them.
- Child may have an item that is a crime or offense (i.e.; weapon, firearm, controlled substance).
- Child may have items that the agency considers to be dangerous or harmful to the youth, other youth, or the physical structure.
- Child has made threats to have such items outlined above.
- Any youth may be in imminent danger of serious harm due to their intent to use or distribute an object(s) or substance(s) believed to be in their possession.

GOING HOME PROCEDURE

In accordance with the home weekend calendar, residential students are expected to go home each weekend, recess, and holiday, unless otherwise determined by the child's treatment team. Green Chimneys remains a resource for your family, should you need support while your child is home. A Residential Administrator is available until 10:00pm daily. Your Social Worker will provide you with an at-home crisis management tree for any assistance you may need.

The only acceptable reason for a child NOT to go home is due to a safety concern, as determined by the 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 planned departure.

General Guidelines

- Please pick up your child at, or after, school dismissal. For a scheduled Sunday return, we ask that your child return to campus between the hours of 2:00-5:00pm to ensure 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 on campus by the start of school at 9:00am.
- Both pickup and return should take place at the Health & Wellness Center. Health Center staff will contact the dorm to bring your child from their dorm, or to meet and return the child to their dorm. This procedure allows us to better and more safely monitor student arrivals and departures to and from campus.
- Date and time of a student's return to campus may not be altered (i.e., shortening or extending the visit). This is for the safety of your child with regard to medication, as well as ensuring the appropriate staffing level in your child's dorm.

Departing campus via Green Chimneys transport

Utilization of Green Chimneys transportation is a privilege and can be suspended. Parents will always be notified of any safety concerns affecting transportation.

The Residential Administrator coordinates medications and any other details associated with travel home for students who get transported to parent pick up or other locations in a Green Chimneys vehicle.

The Administrator on Duty (AOD) is the contact for all emerging situations. When everyone is ready, students leave campus for their assigned destinations to Long Island (LIE exit 41S); NYC (Grand Central Terminal); Middletown (Crystal Run Park n Ride); and New Paltz/Catskill (exit 19 Park n Ride and exit 21 Park n Ride)

Onboard contact info

Each Green Chimneys vehicle has an assigned cell phone. Parents are encouraged to contact assigned staff directly for updates to specific transportation runs.

- Long Island 845.260.0527
- NYC 845.260.8615
- Middletown 845.745.3081
- New Paltz/Catskill 845.260.1668

The AOD will utilize School Messenger to notify parents of any time changes and/or postponements related to agency transportation to and from these destinations. This is likely to occur in cases of inclement weather or forecasted conditions to ensure safe operation of all vehicles.

Returning to campus via Green Chimneys transport

A staff member will collect any extra medication from you as your child boards transportation. No food may be eaten on the transportation.

Parents are asked to remain at the drop off site until the vehicle departs.

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

- Sign out your child; pick up medication; wait for them in the lobby
- Sign in; return any medication; wait in the lobby for staff to meet you and your child

ON CAMPUS VISITING

We encourage and welcome families to come visit and enjoy our grounds and the community.

Visits can take place any weekday, starting from after school to 8:00pm.

On the weekends, visiting hours are from 8:00am to 8:00pm.

Pick-up/drop off for daytime family visits to campus

Upon arrival to campus, please report directly to the Health Center to sign your child in/out. School and/or dorm staff will bring/pick up your child to and from the Health Center. These visits must be scheduled in advance.

CONTACTS AT A GLANCE

Brewster Campus

400 Doansburg Road, Brewster, NY 10509

Main number	845.279.2995 x0	<i>24 hours, daily</i>
School Administration	x1500	<i>office hours: 7:00am - 4:00pm, Mon-Fri</i>
Social Services	x1509	
School Nurse	x1246	
Residential Services	x1430	<i>24 hours, daily</i> <i>May be closed overnight some weekends/holidays</i>
Clinical Services	x1349	
Health Center	x1254	

Clearpool Campus

33 Clearpool Road, Carmel, NY 10512

Main number	845.225.8226	
School Administration	x1650	<i>office hours: 7:30am - 3:30pm, Mon-Fri</i>
Social Services	x1640	
School Nurse	x1604	

Community-Based Services

Main number	845.279.2378
24-hour hotline	845.279.2588
Outreach Center	845.279.1467