

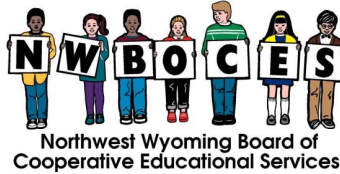
Parent Handbook 2023-2024

Big Horn Basin Children's Center

P. O. Box 112
250 E. Arapahoe
Thermopolis, Wyoming 82443

307-864-2171
307-864-9463 Fax

nwboces@rtconnect.net
<http://www.nwboces.com>



Dear Parents/Guardians, DFS Caseworkers, and School District Caseworkers,

When your child/student is placed at NW BOCES for educational and treatment services, an Individualized Education Plan (IEP) will be developed by you and all members of the student's IEP team. Within the plan the team will identify educational and treatment goals. The NW BOCES behavior management plan is also incorporated into the IEP. Through placement and IEP development it is expected that team members will work together to accomplish the goals as written and encouragement for the child to work through the NW BOCES level system to better ensure a successful transition.

NW BOCES staff will incorporate district IEP goals into the educational and treatment plan for each youth.

At the time of placement, parents and caseworkers will receive copies of the parent handbook. Copies of the Level System are included in the parent handbook. Further information is available on the website: www.nwboces.com.

Within the plan the team incorporates parent counseling/training as a necessary part of the child's treatment program. Under the federal Every Student Succeeds Act (ESSA), parent counseling/training is recognized as a related service designed to assist parents to support the child's IEP and carry out the successful strategies when the child returns home. We feel that this is a necessary part of your child's program and that it is essential to the success of our program and ultimately your child's transition home.

We encourage parents to attend sessions as scheduled with the therapist. Travel expenses may be available from your child's district when the service is written into the IEP or Department of Family Services may be able to secure funds for your travel expenses. We are available for parents and/or caseworkers calls regarding student progress. Quarterly, weekly progress notes, and monthly staffing reports will be sent to parents/guardians and all agency case managers involved.

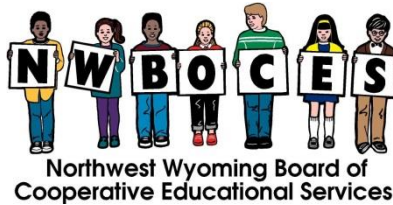
It is expected that your child will work through the NW BOCES program as written. Should the parent, school district, or family services caseworker determine that they desire a child to leave before program completion and an adequate transition process is accomplished, an IEP meeting will be required so that team members concerns, suggestions, advice, and planning can be accomplished.

We look forward to working with you to provide a successful evaluation, education, therapy, and transition for your child.

Sincerely,

Carolyn Conner

Carolyn Conner
Administrative Director



Introduction

Big Horn Basin Children’s Center (BHBCC) is a school and residential treatment facility operated by Northwest Wyoming Board of Cooperative Educational Services (NW BOCES). Programs have served youth since 1970. The current program provides services for youth with emotional disabilities/behavioral disorders. The school and residential cottages are located within Hot Springs State Park in Thermopolis, Wyoming, a town of approximately three thousand inhabitants.

The program for youth with emotional disabilities/behavioral disorders is for Wyoming elementary school youth ages five to fourteen (K-8). Students are referred for services by their local school district or by the Department of Family Services (DFS) through a court order.

NW BOCES has been Wyoming Department of Education and North Central/AdvancEd/Cognia Accredited since 1991 and certified as a Residential Treatment Facility (RTF), through the Department of Family Services, since 1998.

Programs are offered for youth with a history of the following: behavioral & emotional problems, post-traumatic stress disorders, reactive attachment disorder, bi-polar, mood disorders, personality disorders, aggressive violent outbursts, aggressive behavior, physical abuse, sexual abuse, parental neglect, self-esteem issues, self-harm, depression, suicidal thoughts, runaway issues, impulsivity, ADD, ADHD, anxiety disorder, impulse control dysfunction, obsessive compulsive disorder, inability to self-regulate, poor social skills, peer relationship issues, excessive fear, anger, mistrust, confusion, fire setting, property destruction, autism, and other various mental health and behavioral management needs.

Services include: educational, residential, behavioral management, counseling/psychological, psychiatric, speech language therapy, occupational therapy, physical therapy, social skills training, recreational therapy, family therapy, health and physical education, parent training, community integration, life skills, dietary, nursing care, medication management, and transition services.

The 18 member districts include: Big Horn #1, Big Horn #2, Big Horn #3, Big Horn #4, Converse #1, Fremont #1, Fremont #6, Fremont #14, Fremont #21, Fremont #24, Fremont #25, Fremont #38, Hot Springs #1, Park #1, Park #6, Park #16, Washakie #1, and Washakie #2. Non-member district or DFS student placements in 2022-2023 included: Campbell County; Natrona County, Converse County, and Goshen County. All professional staff are fully certified through their relevant boards. The program uses a team methodology for a focus on the “whole child”. The child is our priority. Each

child is treated with dignity and respect in an environment that is safe which provides an opportunity for the child to heal, grow, & learn. Staff are trained in the specific needs of each student and specifics of the NW BOCES behavioral program. Ongoing training occurs annually for behavior management; working with traumatized youth; autism; confidentiality; IEPs; least restrictive environment; MANDT /non-violent crisis intervention; First Aid & CPR; universal precautions; emergency planning; communication and documentation/charting; client rights; civil rights; calming children in crisis; separation and loss; staff roles when working with families; suicide prevention and intervention; missions, goals, and vision; supervision and safety; food service protocols; sensory integration; transportation safety; fire safety; school improvement goals; & medication administration. Professional staff attend seminars, workshops, webinars, and/or classes relevant to their position.

Contract, hourly and, consultant personnel positions include: administrative director, business manager, administrative assistant, nurse supervisor, counselor/psychologist, school social worker, behavior specialist, transition coordinator, psychiatric nurse practitioner, pharmacist, special education teachers, physical education/health teacher, paraeducators, food service assistants, maintenance and janitorial personnel, technology consultant, transportation personnel, residential supervisor, residential nurse, residential houseparents and residential aides.

The facilities include a spacious school building with two classrooms, play therapy/counseling room, sensory room, gymnasium, playground, library, dining area, recreational therapy and health classroom, occupational & physical therapy room, speech language therapy room, food service kitchen, nurse's office, and the office areas. The school is open and bright, with a physical environment that is welcoming and conducive to learning.

The two residential buildings called "cottages" each offer a family style living environment which includes a central dining area, two living rooms, kitchen, laundry facility, six private bedrooms and six bathrooms, a playground, and a spacious commons building for student activities and parent visits.

Big Horn Basin Children's Center offers a comprehensive continuum of services for students and families: a 90 calendar day evaluation upon admission if needed; educational services following Wyoming standards for regular and special education; multi-disciplinary team approach; behavioral management, and treatment with a positive reinforcement, response cost, token economy, & levels system; psychiatric consultations; dietary, & medication management and assessments; nutrition management; occupational, physical & speech therapy services; psychological therapy/counseling using a neuropsychiatric and cognitive behavioral approach; social, leisure, & life skills training; PE/APE, & recreational therapy; health, art, and music classes; parent support, parent training, and family counseling; 24 hour residential care; crisis intervention; community integration, inclusion & community service projects; intensive and specialized residential care; transportation; transition planning, and aftercare services. Services are individualized to meet the unique needs of the NW BOCES population. Data collection is frequent for educational and behavioral programs. The program is

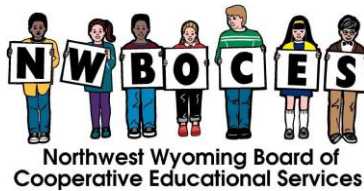
consistent and structured. Grant transition funds were not requested this year. Mill funds were available for community outings with staff and/or student's family members and for reimbursement for parent's motel and meal costs so they could stay in Thermopolis to visit with their child one weekend per month. Parent involvement in the program directly affects student progress through the program. A variety of placement options are available: full-time academic and residential placement, school day program placement (Hot Springs, Washakie CSD#1, and Fremont CSD#24), and residential placement only for youth attending school at Hot Springs County School District #1.

Student census ranged from eight to twelve students in the school program and six to twelve students in the residential program. The capacity for school and residential students is 18. This year six students were served in the day program which allows students from Thermopolis, Worland, and Shoshoni to be transported to and from home on a daily basis. Day students and residential students are served in the same classroom settings. This year the range of residential service days per month was 137 to 245. The range of school enrollment days per month was 127 to 161 days. Total residential days were down from 2719 to 2177 and the total school days were down from 2674 to 2464. There were six school day only students which was up from three for the last few years. The average school enrollment was down from 11 to 10 students served per month and down from an average of 7.75 students per month to 6.5 in the residential setting. In 2022-2023, NW BOCES served a total of 16 students in the school program down from 18 and 10 students down from 12 in the residential environment.

Outcome data for the 2022-2023 school year includes the areas of behavioral and academic growth for students. The NW BOCES Achievement goal is: Annually students will improve their Northwest Evaluation Association/MAP scores equal to or greater than average norm rates of improvement. MAP testing was not possible for NW BOCES students in the Spring of 2020 and 2022. NWEA/MAP testing comparisons will resume in the 2023-2024 school year.

STAR Math and STAR Reading data is done quarterly. 2022-2023 data comparisons were available for the four students that were enrolled in the Fall of 2022 and the Spring of 2023. Due to such a small testing sample individual data is possible but group comparison is not valid. STAR Math assessment data indicated that students made 1 year to 2 years of growth for an average growth of 1.5 years. Reading data comparison was somewhat lower than the math growth. Students made from 0.6 to 1.9 years of growth and one student that had a testing loss of 1.9 years. Of course for all students testing data is only truly relevant for that day and the effort that a student does or does not put forth.

The Northwest Wyoming BOCES behavioral goal is that at least 80% of the youth who complete the treatment program will successfully integrate in the home community and have no further residential placements. Of the students completing the NW BOCES program for emotionally disturbed youth September 1998 to June 2023, 83% did not enter another school or residential treatment facility for at least 3 years. Outcome data for students in the past three years who exited the program prior to completion of the program had a re-entry rate average of 46%.



Parent Visits & Responsibilities of the Parent

1. Unless contraindicated, parents are encouraged to actively participate in program with weekly calls, visits and attendance at monthly parent trainings. Parent/family involvement is directly related to student success.
2. Due to confidentiality we cannot discuss other students' programs or other personal information with you. Please understand when staff explains that they cannot discuss an area with you. We may also need to ask you to leave the classroom area or main cottage area if your visit seems to be distracting another child or if a behavioral or other problem is occurring. Your visit with your child may then be moved to a more private area.
3. Your visits will optimize programming for your child. The sharing of information back and forth between staff and parents is very beneficial.
4. Visits to the school or cottage are to be scheduled in advance. This allows for staff, counselors, and/or therapists to be available for your visit. Scheduling in advance will give the family information relative to the schedule for that particular day and whether it would be an optimal time to visit. Visits are to be scheduled through the Administrative Director or Residential Supervisor.
5. Visits are supervised when a student is on Level I, II, and III until they progress to the unsupervised phase of the transition plan. The supervision of visits occurs to set the student and family up for success. The staff person is present to support the child and the parent. Staff will model the program for the parent allowing the parent to take the primary role unless staff assistance is needed in order to follow the NW BOCES rules.
6. The family or guardian should indicate who is coming with them. For any students who are court ordered DFS will provide NW BOCES with an approved visitor list. For district placed students this will be provided by the parent/guardian. Space limitations in the classroom as well as privacy issues for other students restrict actual classroom visits. Arrangements will be made for the visit to occur in another room within the school. Siblings of the students are the parent's responsibility and thus should not be left unsupervised.
7. While on Pre-Level, Level 1, Level 2 all mail, e-mail, and telephone calls to the student will be monitored. The exception would be students placed by DFS have to have the caseworker's permission for unsupervised calls or visits.
8. At times there may be students on diet restrictions for medical purposes. All students are restricted from caffeine, chocolate and high sugar content foods. Per Department of Health guidelines, we cannot serve the students food items prepared at home. Thus, please do not send or bring in food items.
9. Parents/guardians are responsible for providing all the student's clothing and personal care item needs. Staff will keep you informed of any needs.

10. Parents/guardians are responsible for all the medical costs for their child. This includes doctor appointments, lab work, prescriptions, and other medical costs that the child may incur. Payment may be made through insurance, Title XIX (Medicaid), or personal payment.
11. Parents are not to bring family pets on campus. This just has the possibility of too many problems, health issues, and liabilities.
12. Information regarding the IEP process and parental rights is shared at each IEP meeting. This information is also available at any time per a request.

❖ This information is a summary. Detailed information is in the ED Manual.

FACT SHEET

Dear Parents,

The following are answers to some questions you may have about your child's placement at NW BOCES/Big Horn Basin Children's Center:



1. *Is there a specific day and time to telephone my child?*

We encourage parents to schedule weekly consistent calls/Zoom that are convenient for family as well as working with your child's school and residential schedules.

2. *Is there an 800 number for parents to use to:*

- a. Call my child? Yes, at the school but not at the residences. The number is 1-800-928-2171. School hours are 8AM-3PM Monday-Thursday and 8AM-2PM (Friday). The school office is open 7AM-4/5PM.
- b. Call the facility? Yes, again at the school but not at the residences. The residential numbers are:

Cottage A – 307-864-2966

Cottage B – 307-864-5767

Residential Supervisor, Matt Ivie, 307-921-0012 Monday through Friday 1p-8p

3. *Can my child call me whenever he/she wishes?*

The number of calls/Zoom home per week is dependent upon the student's status. Telephone privileges are listed in the Parent Handbook. Students are not allowed to call home until they reach Level 4.

For therapeutic reasons, all telephone calls are supervised by a staff person. Staff have a call guide to assist students in communicating with family members. Until at a stable Level 3 calls/Zoom are monitored to help the parent/guardian and child have a conversation, provide support for the child and the parent, and to answer or find answers to questions parents may have.

4. *Is there a contact person for me to call to obtain information about my child? What number should I use?*

Parents are encouraged to call Carolyn (Administrative Director) or Matt (Residential Supervisor) to arrange visits with your child. Concerns, the status of your child, and program questions should be addressed to Carolyn. You may also contact your child's teacher (Leigh, Shawna), School Social Worker) Megan Rogers, Ellie (Nurse), by phone or email.

Carolyn Conner, Administrative Director

Ellie McMartin, Nurse

Shawna Bradshaw & Leigh Anna Dobbins, Classroom Teachers

Brian Hopkinson, Adaptive Physical Education, Health, & Recreational Therapy

Megan Rogers, School Social Worker

School 1-307-864-2171

E-mail: nwboces@rtconnect.net

5. *What should I send with my child in the way of clothing and supplies? Are there any restrictions with regard to amount or type of personal belongings?*



A suggested inventory list is included in the admission packet. This includes type and amount of clothing as well as suggestions for limiting of personal items. Should you have further questions about this please feel free to call.

Students should be neat, clean, and modestly dressed at school, residence, and off campus activities.

Similar guidelines of public school clothing for students apply. Staff retain the authority for the final decision of what is not appropriate.



6. *How many children will be living at the facility with my child?*

The number of youth at NW BOCES ranges from 10-15. Usually there are no more than six students per classroom. Each residence houses six students with each having their own bedroom. The school and cottages have an entry and exit egress door lock system for the safety of the students. The cottages and the school have camera systems to audio and video record staff and students in all areas except for bedrooms and bathrooms.

7. *Do the residents live in a dorm? Cottages? Cabins?*

The NW BOCES residences are called “cottages”. The facilities are very nice with 3 bedrooms and 3 bathrooms on each side of the cottage, a living room on each side and a central kitchen and dining room area. The space is open, colorful and nicely furnished.

8. *What type of recreation will be available to my child?*

There are many opportunities for recreational activities on campus, in the Thermopolis community, and for out of town field trips. All activities/outings are based upon the child’s status. The local school district and community are wonderful in including our youth in local events. Some of our students’ favorite activities are: swimming in the hot mineral pools, miniature golf, the dinosaur museum, eating at local restaurants, visiting the Safari Club, playing in the State Park, picnics, hiking, and participating with the local youth recreational leagues.

9. *Am I allowed to visit my child? Is there a special day of the week and/or time?*

You may visit your child on a scheduled basis, which is dependent on the child’s status, individual circumstances, and court orders. We encourage the parents to participate in the program and visits are a part of this. Visits are planned in advance for the needs of the family as well as the educational, assessment, and treatment program schedules. Family training opportunities are included with visits and special family group sessions are scheduled routinely.

10. Will my child be allowed to come home for visits?

This is also an area that is dependent upon the child's status. Visits home will begin with day passes and then advance to longer visits as a part of the transition home plan. Students may have home visits at Level 2 as long as there are no safety issues and the placement agency agrees.

11. Will my child attend public school? If not, where will he/she go to school?

Generally our students do not attend public school in Thermopolis. As determined by the NW BOCES Treatment Team, students at Level 3 for at least 3 consecutive weeks begin the transition phase to their local school district. However, we have had situations of need for the child to attend a public school system and Hot Springs County School District works very positively with us.



12. What address shall I use to send my child mail?

The mailing address is: NW BOCES, PO Box 112, Thermopolis, WY 82443

For letters or packages sent via US Postal Service

The physical address for packages is: NW BOCES, 250 E. Arapahoe, Thermopolis, WY 82443

For packages sent via UPS or FedEx

13. Will facility personnel read my letters and/or open packages?

A specific staff person reads all incoming student mail and inventories packages received by students. If gifts are sent, please do not send them wrapped, as they will be unwrapped for inventory. Please include gift wrap in the package and a staff member will wrap the gift(s) for you. Please do not send food, candy, snacks, and monetary gifts, such as checks, cash, or money orders.

14. Are there limits as to what I can send my child (i.e. treats, gifts)?



We encourage parents to write frequently. Of course packages and gifts are important for the youth as well. They truly look forward to having mail. Please refer to the inventory list or call staff regarding any specifications in this area. The students are generally not allowed chocolate or other sweets. We ask that you not send expensive gifts or gifts that could be used as weapons. Your presence is more valuable than presents.

15. What type of meals will my student have?

NW BOCES follows the school nutrition guidelines. Students are provided three nutritious meals daily as well as a morning, afternoon, and evening snack.

16. Will my child be given stamps to send letters to me?

NW BOCES will provide all postage necessary for mailing letters and special items made for parents.

17. What do the various abbreviations mean?

DBR---Daily Behavior Rating

STO---Sitting Time Out

ETO---Environmental Time Out

DD---Delayed Day

IR---Incident Report

HP---Houseparent

R---Restraint
SW---Safety Watch
SEC---Seclusion
TI---Teaching Interaction
NP---Nurse Practitioner
Tx---Therapy
AH---Audio Hallucinations
F/U---Follow Up

Ctg---Cottage
PE---Physical Education
Rec---Recreational Therapy
w/o---Without
ILE---Individual Learning Environment
SIB---Self-injurious behaviors
VH---Visual Hallucinations

18. *What are the basic behavior modification techniques?*

Positive reinforcement, choices, token economy system, and motivators/incentives, and natural consequences. Punishment is not allowed at NW BOCES

19. *How will I receive updates?*

Weekly psychological reports
Monthly staffing reports
Monthly Treatment Plan and Discharge Plan
IEP progress reports and report cards 5 times per year
Calls, emails, Zoom and meetings as requested
MDT meetings as scheduled
IEP meetings at least annually



Northwest Wyoming BOCES Big Horn Basin Children's Center

Mission: The NW BOCES is a community resource providing educational and service programs that assist individuals to maximize their potential.

Mission: Big Horn Basin Children's Center provides educational, therapeutic, and residential programs in a safe environment to promote learning and growth and to improve the quality of life for at-risk youth.

PHILOSOPHY: The Big Horn Basin Children's Center provides a program of education, which will strive for excellence and instill enthusiasm for learning, encourage individual responsibility, and provide for the physical, psychological, emotional, personal, vocational, and social needs of all students. This philosophy is based on the belief that all children can learn and have the right to be educated in a manner congruent with their individual abilities.

The Children's Center provides opportunities for parents to be active participants in the development of educational programs for their children. Frequent communications between home and school are encouraged to maximize student growth and achievement.

To this end, the center's staff will provide a program that includes these goals:

1. A strong core curriculum which provides reinforcement and refinement of basic learning skills and specialized therapies with individualized student needs.
2. A comprehensive counseling and health program addressing the support and development of a positive attitude toward self and others.
3. Cooperative planning by all those involved with the education of students for the purpose of delivering an integrated, mutually reinforcing educational program.
4. A residential program that serves as an extension of the classroom and provides a home-like atmosphere that is warm, inviting, safe and conducive to student growth.

Achievement Goal: Annually students will improve their Northwest Evaluation Association (MAP) scores equal to or greater than average HSCSD#1 district rates of improvement.

Behavioral Goal: At least 80% of the youth who complete the treatment program will successfully integrate in the home community and have no further residential placements.

NW BOCES Organizational Values

We Value:

- Those we serve as highest priority
- Professionalism and ethical behavior at all times
- Team effort and cooperation
- Dedication to those we serve, each other, the organization, & our goals
- Commitment and perseverance
- The dignity and diversity of each person
- Open communication
- Proactive approach to problem solving
- Self-respect driven by pride in our work, our surroundings & our concern for others

A.

ED PROGRAM FAMILY VISIT GUIDELINES

Philosophy: When a child is enrolled in the NW BOCES Residential Program, the orientation period is critical for learning the program and building trust. When parents are supportive of NW BOCES, the child is more willing to learn and trust the staff and program. Scheduled and monitored phone calls and visits continue as the child progresses through the levels system to assist the child in conversational skills and to assist the family in following the NW BOCES program when needed. NW BOCES staff are provided for support and assistance in helping the parents learn program components that will be useful when their child transitions home. Therefore, keep in mind staff availability is important when scheduling calls and visits. Consideration of DFS recommendations (for court ordered youth) is required with individual children at times, as well as, the child's age and family situation. Positive interactions and positive behaviors are the desired outcome.

1. Family members must call the Administrative Director or the Residential Supervisor @ 864-2171 (school) 307-864-5767 (cottage) to arrange visits. Visits cannot be guaranteed if they are not scheduled @ least three days in advance. As a courtesy please call early. Due to staffing and space availability preference will be given to those who call first.
2. The family should indicate who is coming as space limitations may be a factor, as well as privacy issues of other students. No more than two visitors at a time are recommended.
3. Length of visits are determined by the team on an individual basis, regardless of level. For example, when a family travels a significant distance to visit for a weekend, they may be allotted three one-hour visits--one hour Sat. afternoon, one hour Saturday evening and one hour Sunday morning.
 - a. Level I visits may be scheduled weekly.
 - b. Level II visits may be scheduled weekly.
 - c. Level III visits are individualized by the Treatment Team to correlate with the transition phase.
 - d. Level IV visits are individualized by the Treatment Team. to correlate with the transition phase.
 - e. Pre-Level I visits are individualized with therapeutic considerations.
4. NW BOCES staff are not responsible for babysitting siblings. Parents are responsible for siblings of students. We encourage student's siblings to follow school and cottage rules for safety of those we serve.
5. Student must be accompanied by a staff member on all campus and off-campus outings until the transition phase of Level III. The role of the staff person is to model the behavior management techniques implemented in the program. This provides consistency, security and training for both the student and family.

Students may only go on prearranged and earned outings planned one week in advance.

6. Phone calls: All calls will be monitored with a speaker phone
 - Pre-Level I & I One time per week up to 15 min.
 - Level II One time per week up to 15 min. from parent/guardian and one time per week up to 15 min. from approved relative.
 - Level III Receive & make up to 30 min. unsupervised calls as approved by the Treatment Team
 - Level IV Individualized. (Phone cards are suggested for Lev. III & IV). Zoom/Skype type calls are an option during school hours.

- ❖ Individualized plans as therapeutically beneficial for students placed for treatment.

7. Parents/guardians are responsible for providing all the student's clothing and personal care items needs. Staff will keep you informed of any needs.
8. Parents/guardians are responsible for all the medical costs for their child. This includes doctor appointments, lab work, prescription, and other medical costs that the child may incur. Payment may be made through insurance, Medicaid, or personal payment.
9. Parents are to not bring family pets on campus. This has the possibility of too many problems, health issues, and liabilities.
10. Information regarding the IEP process and parental rights is shared at each IEP meeting. This information is also available at any time per a request.



Big Horn Basin Children's Center (BHBC)

P. O. Box 112 250 E. Arapahoe Thermopolis, WY 82443

307-864-2171 1-800-928-2171 307-864-9463 Fax

nwboces@rtconnect.net www.nwboces.com

HISTORY: non-profit, established in 19070; AdvancED/NCA school accreditation; Department of Family Services Residential Treatment Facility; funding is fee for service-based

FACILITIES: school sits on approximately 5 acres in beautiful Hot Spring State Park, three well-maintained residential cottages with views of the Big Horn River

MISSION: The NW BOCES is a community and state resource providing educational and service programs that assist individuals to maximize their potential.

SERVICE AREA: School districts & court ordered placements from throughout the state of Wyoming

REPRESENTATION: NWBOCES 18 member board are elected school board members of and are appointed by their local districts

SERVICES: educational, therapeutic, and residential programs to promote learning and growth and to improve the quality of life for youth with disabilities

MOST COMMON REASONS FOR PLACEMENT: severe emotional disturbances; aggressive/violent behaviors; family/school/community problems; abuse; less intensive treatment services have been unsuccessful

BEHAVIOR PROGRAM COMPONENTS: increase self-control and cooperation; adaptive interventions for co-existing conditions such as: ADHD, ODD, OCD, PTSD, Anxiety Disorders, victims of abuse, Asperger's/Autism Spectrum, aggression, excessive fears, anger, poor social skills, lack of trust; daily living skills; positive reinforcement through a response cost system; progress monitoring

ASSESSMENT COMPONENTS: milieu therapy; comprehensive medical family, recreation therapy, behavioral and life skills assessments; medication review; psychiatric evaluation; academic testing; psychological testing; nutritional reviews

ADMITTANCE: individualized treatment plan in the least restrictive environment, 24-hour supervision, continuum of care

THERAPIES: neuropsychiatric and cognitive behavioral approach; family therapy; comprehensive educational services; recreational therapy; social skills; daily living skills; pet therapy; counseling; medication management as necessary

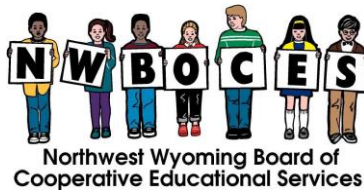
COOPERATION: systematic communication with families, placement agencies, school districts, MDT Teams, and IEP teams

THERAPEUTIC OUTCOME DATA: Over 80% of youth who completed the treatment program have successfully integrated in the home community and have had no further residential treatment placements

TRANSITION COMPONENTS: planning for post-program life begins upon entry to the facility; aftercare services and consultations are offered

OUR STAFF: PTSB certified staff include special education & regular education teachers, APE/health teacher, behavior specialist, registered nurse, school social worker, administrative director; residential supervisor; licensed practical nurse; psychologist; contracted/consultant psychiatric nurse practitioner, speech therapist, occupational therapist, physical therapist, and pharmacist; highly qualified paraeducator; highly trained residential staff. Direct care staff are certified in MANDT, First Aide, and CPR. Continued staff training is mandatory. Very low staff turnover.

NW BOCES ensures high quality therapeutic treatment, promotes safety of residents, invests in retention of skilled staff, and is committed to attainment of desired outcomes



Dear Parents/Guardian,

NW BOCES qualifies for Title I funding. To receive this funding it is required that teachers and paraprofessionals meet requirements that determine they are "highly qualified". Special education and related services must be delivered to students by highly qualified personnel.

This public notice is verification that our school met the requirements.

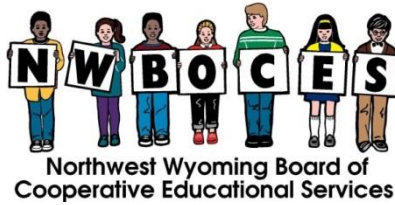
- All teachers are highly qualified.
- All paraeducators are highly qualified
- All related service providers meet the state's certification, licensing or registration requirements.

Copies of this verification are maintained at the NW BOCES school office and upon request will be made available.

Sincerely,

Carolyn Conner

Carolyn Conner
Administrative Director



Transition School & Home Visit Information for Students in the Treatment Program

Monthly home visits occur after a student has maintained Level 2 for at least 3 consecutive weeks, there are no safety concerns, and with the Treatment Team's (and DFS if court placed) approval. Visits begin with a 2-3 hour local off campus day supervised and then unsupervised visits then advance to weekend home visits.

On Level 3, School transition visits start with a tour/visit back to the home district and District staff visit NW BOCES. Then 2-3 hour local school resource room time begins with NW BOCES staff supervision. School transition times increase and NW BOCES staff supervision decreases according to an individualized plan based upon student success prior to, during, and after the school visits.

With Level 4 status, the NW BOCES team works with the family and the home school district to determine individual transition time frames to the local district. Our team desires district personnel to tour and visit NW BOCES and for NW BOCES staff to visit and tour the home district with the student.

With each step of the transition the student needs to continue to maintain Level 3 and 4 scores. The 24 hours prior to a scheduled visit are critical as the student needs to have no safety watch incidents and an average score of 80% or higher both at the residence and at school.

All visits will be scheduled for the therapeutic benefit of the individual child.

Please call Carolyn if you have any questions regarding this information.

Clarification list for parents while child is at NW BOCES

- ❖ The parent handbook is given to all parents. When revisions are made new copies will go to each family. Through this communication parents/guardians will be aware of the expectations for staff to monitor the visits and the reasons for this. If/when a parent/guardian asks what a staff member is doing by documenting and monitoring staff should respond that they are doing their job as directed by supervisors and if they have any questions the Residential Supervisor or Administrative Director could be contacted. Staff may choose to explain that they realize that it may be an uncomfortable situation. However, the documentation will help the Treatment Team and specifically the Psychologist with treatment needs of the student.
- ❖ For off campus outings students must be on Level 2, 3, or 4. If a student is on Safety Watch any part of the day of the visit or drops below a 7 on their DBR two hours prior to the outing the visit will be held on campus
- ❖ Hot tub, sauna or steam room use by students is prohibited
- ❖ Students are to use the "family" restroom alone while at the pools. Staff will remain outside and nearby the room to monitor.
- ❖ While at the swimming pool staff:
 - will monitor non-verbal/body language as it is not possible to be in hearing range
 - change of locations while at the pool will be limited according to outside temperatures and sun exposure.
 - change of locations should be limited to no more than every 15 minutes.
 - staff person will communicate with the student rule of informing the staff person prior to any location changes so staff can visually monitor and/or follow student
 - If staff person cannot see student when going up to slide staff are to accompany and then hurry down to the end of the slide
 - If staff person can see most of the way up to the slide area they may monitor from below
- ❖ When ordering food on a visit it is usually easier for staff to order before the family orders for maintaining proximity. Staff may need to briefly leave the area where the family is to pick up order.
- ❖ It is understandable that staff may need to use the restroom during a family visit and student observation will not be an option at that time.

- ❖ Likewise the student may need to use the restroom. Staff should stand outside the restroom door and monitor.
- ❖ Family should be made aware that electronic use cannot be done on the visit unless the student has electronic privileges. Family members are encouraged to not watch movies during the visit. Interacting is important.
- ❖ Staff will monitor any calls, phone use, listening to music to be NW BOCES appropriate.
- ❖ Family pets are only allowed off campus.
- ❖ Students on Level 2, 3, and 4, while on supervised off campus visits, may go to a restaurant and one pre-approved location. Locations will be pre-approved by the Residential Supervisor. Any changes to this require a phone call to the Residential Supervisor for approval.
- ❖ Caffeine or chocolate products are discouraged due to the negative interaction with some medications.
- ❖ Shopping at Dinosaur Museum gift shop or other shopping = Level 3 or 4
- ❖ Parent may bring homemade food products for their child but not for peers
- ❖ Parents may bring in food or gift items for their child only. No food, snack, or beverages are to be left for the student to have later. Please do not bring gifts or toys for your child when he/she is on safety watch.
- ❖ For outside supervised or unsupervised visits students are not to be outside in the heat 95 or above or in the cold 25 or below.
- ❖ Student bike/scooter riding off campus only on Level 3 or Level 4 with a NW BOCES bike/scooter license
- ❖ For student safety we do not allow students to walk, play, pick up rocks, fishing, or any other activities by the river without prior approval from Matt or Carolyn.
- ❖ Staff are to be in close proximity and document during visits.
- ❖ Staff will model with positive reinforcement, praise, and give cues following the NW BOCES program the first hour of the initial visits. The next hour parents will take the lead unless they would rather have staff continue to do so. When parents want to take the lead for all visits they will inform Carolyn or Matt in advance so we may let all the staff know. At that time, staff will only intervene if a dangerous or critical incident arises.
- ❖ Encourage conversations between family members rather than with staff
- ❖ Students do not need money while at NW BOCES so there is no need for parents to leave any funds for the student.

- ❖ Family staff supervised visits to motel rooms are not allowed as this puts staff in a very uncomfortable situation
- ❖ Please limit bringing gifts/toys as your presence is the most important present for your child
- ❖ Students will be transported in the NW BOCES vehicles until the student reaches the unsupervised visits phase of transition
- ❖ Calls, visits, letter, and post cards are allowed and encouraged at all levels
- ❖ Parents are not to pay for staff meals.
- ❖ Rocks, if purchased while on Level 3 or 4 by a parent must go home with the family at that time
- ❖ Outings to OEB, 7 Lazy S, and Days Inn are okay for the dining area.
- ❖ Note the attached Parent Visits and Responsibilities pages that are in the Parent Handbook.

Clarification of staff role during supervised visits

- ❖ Staff are to be in proximity to hear conversations,
- ❖ Staff are to model the positive reinforcement system
- ❖ Staff are to help toward successful visits
- ❖ Staff will refer all program questions to supervisory staff
- ❖ Staff are to help student avoid safety issues
- ❖ Staff will let the parent lead cues and give cues. If the parent is not following program cues the staff person will give suggestions
- ❖ Staff are to encourage parent and student conversations and not have long dialogues with the parents as it is family time.
- ❖ Staff will document during the visit not later.

Factors that are of potential for ending a parent visit

- ❖ Student safety at risk
- ❖ Parents being rude or demeaning to the student and/or staff
- ❖ Parents repeatedly voicing negative statements about NW BOCES program and/or staff.
- ❖ Parent hitting, yelling, or verbally abusing the student or anyone else
- ❖ Staff should call supervisory staff for back up.
- ❖ Document concerns so supervisory staff can follow-up with parents and provide information for future visit

24. NW BOCES ED Program Level System

Pre-Level I: Trust of Behaviors	Level I: Trust of Environment	Level II: Trust of Care	Level III: Trust of Control	Level IV: Trust of Self
<ul style="list-style-type: none"> ➤ Demoted by team consensus only ➤ Consistent danger to self and others ➤ Lacks basic understanding of program ➤ Full Restriction ➤ Trust Building ➤ DBR weekly average of 70% for 1 week and written plan for promotion ➤ DBR and Token Systems ➤ T-shirts, sweatpants or shorts and slippers. No pockets ➤ Daily Room Searches 	<ul style="list-style-type: none"> ➤ Entrance Level ➤ 3-week orientation then Level Determination ➤ Signed student handbook statement ➤ DBR and Token Systems ➤ On-campus activities only ➤ Full staff supervision ➤ Shoes and coats left at door; slippers only in cottage ➤ Limited personal clothing and belongings ➤ Daily Room Searches & Pocket checks daily @ school & residences 	<ul style="list-style-type: none"> ➤ DBR weekly average of 80% at school and cottage for 2 consecutive weeks required ➤ No Level change until after 3 week orientation ➤ Increased privileges ➤ DBR and Token Systems ➤ On and off-campus activities ➤ No major infractions ➤ Full staff supervision ➤ Increased personal belongings ➤ Weekly Room Searches ➤ Jewelry, belts ➤ Inventory taken after each home visit 	<ul style="list-style-type: none"> ➤ DBR weekly average of 90% at school and cottage for 3 consecutive weeks required ➤ Student may negotiate DBR scores ➤ Begin self-monitoring training ➤ No major infractions and maintain 90% weekly average ➤ DBR and Token Systems ➤ Limited unsupervised activities ➤ Increased privileges and independence ➤ Inventory taken after each home visit 	<ul style="list-style-type: none"> ➤ DBR weekly average of 95-100% at school and cottage for 4 consecutive weeks ➤ Transition Phase ➤ Self-monitoring ➤ Token Systems phased out ➤ Maintain 95-100% weekly scores based on self-monitoring and staff charting (DBR's) ➤ Increased privileges and unsupervised activities ➤ Inventory taken after each home visits

More details may be reference on specific Level forms 25a-25e

25b. B.H.B.C.C. Level System

Level	Description	Criteria	Privileges	Restrictions
I	<p><u>Trust of Environment</u> - Entrance Level for all youth, Orientation to DBR and Token Economy Systems. Daily review of rules and program. Trust building. Structure, consistency and complete adult supervision. Baseline Data</p>	<ol style="list-style-type: none"> 1. All youth entering program 2. 3 week time period for initial orientation. Level determination after 3 week orientation. 3. 2 week time period for re-orientation if student is demoted from a higher level 4. Youth shows knowledge of DBR and Token Economy Systems 5. Signed statement from student for program explanation 6. Must have 80% DBR weekly average for 2 consecutive weeks before team considers promotion to Level II. 	<ol style="list-style-type: none"> 1. Daily token spending times at school and cottage 2. Going outside or to BHBCC gym with staff for structured recreational activities 3. Staff planned and structured activities on campus (ex. crafts, social skills, ½ hr. T.V. time, etc.) 4. Assigned chores in cottage 5. Family style dining 6. 1 x wk. phone call from parent/guardian (15 minute maximum) 7. Weekly visits from parent/guardian with prior administrative approval 8. Weekly activities at school and cottage 9. Mail from family friends only with parent permission. 10. May wear soft sole slippers in cottage. Store in coat room at bedtime 	<ol style="list-style-type: none"> 1. Ready for bed & in room 8- 8:30 2. Lights out and room quiet by 8:30 3. Youth is within 25 ft. of staff and in eyesight at all times (except bedroom, bathroom) 4. No personal items in room other than family pictures (no glass) may have , 2 blankets and 2 pillows, one stuffed animal, and clothes. 5. No off-campus activities 6. Homework is to be done in the study area 7. Shoes and coats left at front door 8. Daily room/clothing (pockets, etc.) search for unsafe items by staff. 9. Youth may do extra chores for earning tokens. Property Restitution if needed (one per day). 10. Must earn weekly average of 70% on school DBR sheet and behavior appropriate (7&up) the previous 2 hrs. for school weekly activity, token purchase 11. Must earn weekly average of 70% on cottage DBR sheet, and behavior appropriate (7&up) the previous 2 hrs. for cottage weekly activity, token purchase 12. No belts, boots, hi-top sneakers, jewelry. No items in pockets. 13. No batteries, radios or electronics in room or at school. No headphones in room. 14. Bath Only

25c. B.H.B.C.C. Level System

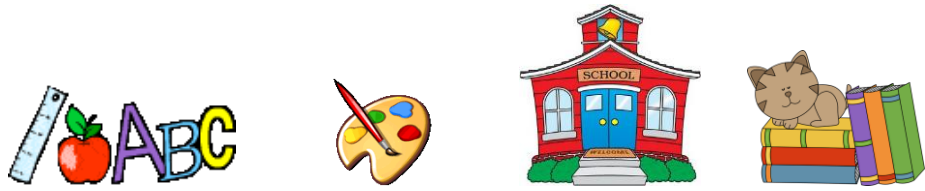
Level	Description	Criteria	Privileges	Restrictions
II	<p><u>Trust of Care</u> - Level Two consists of entire DBR System and participation in Token Economy in full force. Structure, consistency and adult supervision continued with increased privileges.</p>	<ol style="list-style-type: none"> 1. Must have 80% on DBR and team consent to enter Level II. Requires 3 full weeks during the orientation period and only 2 weeks thereafter. 2. Development of basic trust in the system 3. Appropriate participation in "Teaching Interaction Steps" 4. No occurrence of infractions which result in a demotion to Pre-Level I or Level I 5. Should weekly % fall below 80% demotion to Level I. 6. Must have 90% weekly average on both cottage and school DBR sheets for 3 consecutive weeks before team considers promotion to Level III. 	<ol style="list-style-type: none"> 1. Daily token spending times at school and cottage 2. Going outside or to BHBC gym with staff for structured recreational activities 3. Staff planned and structured activities on campus (ex. crafts, social skills, ½ hr. T.V. time, etc.) 4. Assigned chores in cottage 5. Family style dining 6. 2 x wk. phone call from parent/guardian and/or approved relative (15 minute maximum) 7. Weekly activities at school and cottage 8. Decorate rooms. Personal items in room with the exception of personal hygiene items which are kept in the office and checked out in individual carriers. Limited, approved by staff. 9. Weekly visits from parent/guardian with prior administrative approval 10. On-and off-campus weekly activity 11. Earned field trips and outings 12. Personal clothing. One jewelry item. May wear a belt. 13. Must pass bike/scooter safety class to ride bike/scooter on campus only with close staff supervision. 14. May purchase up to ½ hour additional TV time. 15. May wear soft sole slippers in cottage. Store in coat room at bedtime. 15. Weekend home visit once a month with 80% average DBR and no Safety Watch 24 hours prior to any home visit. Level II includes all Level I privileges 	<ol style="list-style-type: none"> 1. Youth within 25 ft. of staff and in eyesight at all times 2. Not allowed in room without staff, except to sleep or to change clothes. Bedroom are left open and bathroom doors are cracked open 3. Within hearing range of staff when with other students 4. Homework is to be done in the study area 5. Shoes and coats left at front door 6. Weekly room/clothing (pockets, etc.) search for unsafe items by staff 7. Upon going to and return from home/school visit student's personal belongings will be inventoried 8. Must earn 80% weekly & daily average on school DBR sheet and behavior appropriate the previous ½ an hr. for school daily activity, token purchase. 9. Youth may do extra chores one per day) for earning Property Restitution tokens if needed. 10. Must earn 80% weekly & daily average on cottage DBR sheet and behavior appropriate the previous ½ an hr. for cottage daily 11. Bedtime 8:30. 12. No batteries, electronics, or radio in room or at school. No headphones in room 13. No belts, boots, no hi-top sneakers 14. Bath only

25d. B.H.B.C.C. Level System

Level	Description	Criteria	Privileges	Restrictions
III	<p>Trust of Control - The youth has the opportunity to assign his/her own daily score following the point review process and negotiating with staff. Increased privileges. Youth understands what is expected of them. Continue DBR and Token System. Begin training with self-monitoring forms.</p>	<ol style="list-style-type: none"> 1. Must have 90% weekly average on both cottage and school DBR for 3 consecutive weeks and team consent to enter Level III 2. Youth is beginning to internalize trust of both the control of self and of relationships 3. Transition to home/district per individualized transition plan. 4. Appropriate participation in "Teaching Interaction Steps" 5. No occurrences of infractions which result in a demotion to Pre-Level I or Level I 6. Maintain 90% criteria to remain on Level III. Team meets if criteria drops to determine demotion. 7. 90% on DBR for 2 weeks before reconsideration for Level III after the youth has previously reached Level III. 8. 80% average & no safety watch 24' prior to any home or school transition visit. Treatment Team consent. 	<ol style="list-style-type: none"> 1. Daily token spending - school and cottage 2. Going outside, to BHBCC gym or cottage commons with staff for structured rec. act 3. Staff planned and structured act. on campus (ex. crafts, social skills, etc.) 4. Assigned chores in cottage 5. Family style dining 6. Weekly activities at school and cottage 7. Decorate rooms. Personal items in room with the exception of personal hygiene items which are kept in the office and checked out in individual carriers. With Treatment Team approval. 8. Unsupervised visits per transition phase with parent/guardian with prior administrative/DFS approval 9. On-and off-campus weekly activity 10. Earned field trips and outings 11. Free on-campus activity up to one hour a day with permission 12. Optional 9:00 bed time on weekends and vacation days (w/staff approval) 13. Receive or make approved phone calls 2 x wk. up to 30 min. per call (calling card) 14. Time alone in bedroom w/door open. 15. Homework alone in bedroom okay 16. Shopping locally with parent/guardian. 17. Bike/scooter riding off campus with a staff member after passing bike/scooter safety course 18. Limited unsupervised on-campus activities, if age appropriate. Outdoor time alone w/o other students. 19. 1 hour TV time. Radio in room. 20. May wear shoes or slippers in the cottage and have those in their own room. May wear boots, hi-tops, 2 jewelry items 21. Community activities (i.e. Boy/Girl Scouts, 4-H, B-Ball) with staff, individualized by team and with administrative approval. 22. Including ALL Level 1 & 2 privileges 	<ol style="list-style-type: none"> 1. Youth is within 25 feet of staff for off-campus activities 2. Level III bedroom time 8:30P.M. except weekends, earlier for younger students if necessary. 3. Within hearing range of staff when with other students. 4. Must earn weekly outings with 80% weekly and daily average DBR percentages and appropriate behavior the previous ½ hour for cottage weekly activity and school weekly activity. 5. Upon going and returning from home visit student's personal belongings will be inventoried. 6. Check in every ½ hr. during unsupervised on-campus activities. 7. Youth may do extra chores for earning Property Restitution tokens if needed (one chore per day). 8. Loss of privileges and/or "grounding" as consequence for inappropriate behaviors not warranting demotion. 9. No batteries or electronics in room or at school. No headphones in room.

25e. B.H.B.C.C. Level System

Level	Description	Criteria	Privileges	Restrictions
IV	<p><u>Trust of Self</u> - Transition phase. DBR sheets and Token Economy System phased out. Privileges reflect a higher level of maturity and leadership offering greater freedom and self-determination. Staff charting will continue. Self- monitoring of behaviors.</p>	<ol style="list-style-type: none"> 1. Must have 95 - 100% on DBR sheets weekly for 4 consecutive weeks to enter Level IV with team consent. 2. Shows responsibility for self and acts as role model for others 3. Continue transition to home & school district according to individualized transition plan 4. Maintain 95-100% appropriate behaviors weekly (Based on staff charting and self-monitoring scores) – if % is less than 95% then 1-week Probation to earn 95% weekly average with no major infractions to prevent demotion to Level III. 5. 95% on DBR for 2 weeks before reconsideration for Level IV. 6. 80% average & no safety watch 24’ prior to any home or school transition visit. With Treatment Team approval. 	<ol style="list-style-type: none"> 1. Option of 10:00 P.M. bed time on weekends with Treatment Team approval and as age appropriate. 2. Receive approved phone calls 2 x wk. up to 30 min. per call 3. Time alone in bedroom with door open 4. Homework may be done in bedroom alone 5. Family style dining 6. Bike riding with staff member off campus with a bike license 7. Individual transition into home district according to transition plan 8. Weekend home unsupervised visits according to transition plan 9. Community activities (i.e. Boy Scouts, 4-H, B Ball) with staff, as individualized by team 10. Shopping with parents/guardian. 11. Make approved phone calls with purchased calling card using phone log 12. Limited unsupervised on-campus activities, if age appropriate. Outdoor time alone w/o other students. 13. Student chosen on-campus activity up to 1 hr. a day 14. Student may purchase items from “store” with self-monitoring scores. 15. Staff approved up to 2 hours of TV time. Radio in room. 16. 3 jewelry items 17. All Level 1, 2, & 3 privileges. 	<ol style="list-style-type: none"> 1. Alternative bedtimes determined with Treatment Team approval and as age appropriate. 2. Must earn all privileges through personal responsibility of behavior-DBR sheets is used, student to do a self-monitor sheet. 3. No tokens used 4. Within hearing range of staff with other students. 5. Upon going and returning from home visit student’s personal belongings will be inventoried 6. Check in with staff hourly during unsupervised activities 7. Youth may do chores for earning Property Restitution tokens if needed (one chore per day). 8. Loss of privileges and/or “grounding” as consequences for inappropriate behaviors not warranting demotion or if weekly average less than 95% 9. Must earn Level IV scores when on 1 week probation to maintain Level IV. Probation is not allowed for 2 consecutive weeks. 10. No electronics at school. No headphones in room.



CONVERSATION TOPICS

School: P.E. Class

Health

Art

Social Skills – Show & Tell, Pet Day, etc.

Recreational Therapy

Weekly Activities

Cottage: Block Time

Meals

Chores

Activities – movies, library, school district events/games

Miscellaneous:

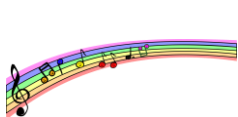
Items needed

Brothers & Sisters

Family & friends at home

Pets

Weather



Daily School Schedule



7:30am –8:00am
Life Skills Training

8:00am – 11:00am
**Academics/Individual & Group Instruction/
Therapies/Social Skills/Physical Education**

11:00am – 12:30pm
**Peer Relationships/Behavior Management,
Physical Activities, Social Skills, Leisure Skills
Training, Health and Nutrition, Manners, Mealtime
Conversation**

12:30pm – 2:30pm
**Academics/Individual & Group Instruction/
Therapies/Social Skills/Health/Recreational
Therapy**

2:30pm – 3:00pm
**Token Checkbooks/Token Spending/
Time & Leisure Skills Training**

Enrichments: Homework and life skills at the cottages; community outings, field trips, transitions, and collaboration/inclusion with HSCSD#1.

Earn Tokens For:

Following Directions
Following School & Cottage Rules
Finishing Work
Making Good Choices
Getting Along With Others
Being Safe
Behaving Appropriately
Taking Care of Property
Showing Respect
Staying in Control
Good Table Manners

**You can buy things from the
Token Menu everyday

**You can spend tokens for
weekly activities with an
80% weekly average on
your DBR sheets

** You can save your tokens
For Field Trips



You Owe Tokens For:

Hurting Others
Destroying Property
Not following Directions
Using Inappropriate Language
Behaving Inappropriately

(To Be Posted)