



**MOUNT PROSPECT**  
**ACADEMY**

*Client-Centered Continuum of Care*

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**Shelter Care**  
**Student and Family Handbook**

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19 Owl St. PO Box 1317  
Campton NH 03223

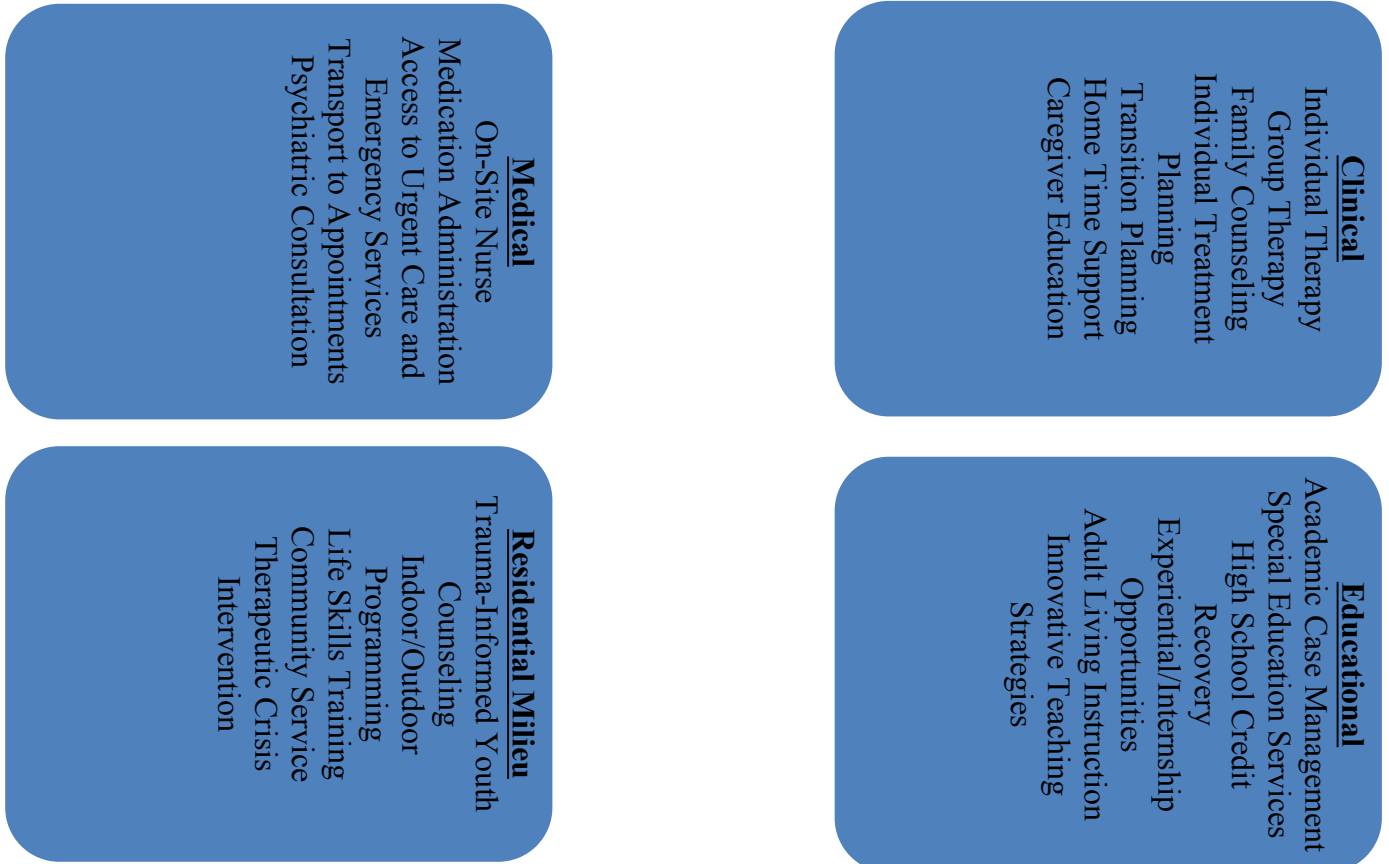
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Executive Director: Ian Detamore, LCMHC, NCC  
Clinical Coordinator/Clinician: Christina Murray, LCMHC  
Head of School: Jay Marshall, M.Ed., CAGS  
Program Manager: Dave Morris, BA  
Permanency Coordinator: Jessie McDonough, BS

## Program Description

Shelter Care is a staff-secure short-term residential program open 24 hours a day 365 days a year. The program serves up to 10 males ages 11-18, from New Hampshire who have a DJJS/DCYF referral, Child in Need of Services (CHINS) designation, or who are delinquent and have a valid court order for placement.

The program provides a comprehensive continuum of services to residents:



<b>Student Treatment Team Members</b>		
Christina Murray	Clinical Director/Clinician	Christina.Murray@Becket.org 617-309-0014
Jessie McDonough	Permanency Coordinator	Jessie.McDonough@Becket.org 603-726-6386
Dave Morris	Program Manager	Dave.Morris@Becket.org 603-236-1179
Karen Langley	Academic Case Manager/ Director of Academics	Karen.Langley@Becket.org 603-536-1102

## Daily Routine

Activity	Approximate Time
Wake Up/Breakfast	7:00a-8:00a
Room Standards/Hygiene	8:00a-8:30a
School	8:30a-2:45p
Afternoon Snack & Chores	2:45p-3:00p
Group Counseling	3:00p-4:00p
Afternoon Programming	4:00p-5:30p
Dinner	5:30p-6:00p
Evening Programming	6:00p-8:00p
Hygiene/Bedtime Routine	8:00p-9:00p

Programming activities offer a wide variety of opportunities for personal enrichment and skill-building. Examples of programming options include games, movies, basketball/sports, weight lifting/gym, guitar or music playing, hiking, fishing, skateboarding, swimming, biking, etc.

### Shelter Care Student Academic Programming

Mount Prospect Academy (MPA) school, is the academic component of residential treatment at Becket Family of Services. Students residing at the Shelter Care program attend school at MPA (354 Main St. Plymouth, NH 03264). The school also accepts a small number of day students as well as other students from various Becket programs. Our students tend to be non-traditional learners who struggle with teacher-centered instruction. MPA students often succeed with hands-on, experiential learning, and their successes in this arena lead to more trusting relationships with teachers and caregivers. MPA's curriculum provides students with opportunities to advance in the general curriculum of their sending school districts, which are considered critical stakeholders in our program. All students follow the general education curriculum standards of their designated grade level as defined by the New Hampshire Department of Education. Students are enrolled in the appropriate academic classes as defined by their sending school district's graduation requirements and MPA's recommendations. MPA is an approved non-public school, recognized by the New Hampshire Department of Education. The academic team consists of ACMs, core classroom teachers, independent living teachers and academic aids.

### Student Phone Call Procedure

- Students may only talk to individuals who are on their approved contact lists, which are established at intake but can be updated as necessary. If it is determined that the person on the phone is not an approved contact the call will be terminated.
- Students are encouraged to call their approved contacts, established by their treatment teams, as frequently as possible. Each student may use the phone for a recommended 10 minutes per day. This ensures that all students on the community can use the phone.
- All phone calls are initially placed and logged by a faculty member to ensure that the appropriate person is being contacted.
- The phone call is then supervised by a faculty member who remains near the student for the duration of the call.
- Phone calls typically occur in the evenings between 5:00 pm and 8:00 pm. Faculty members can approve calls outside of this time frame if necessary.

## **Grievance Process**

Mount Prospect Academy is committed to providing the highest quality of care. Students and families should direct any complaints or concerns to the assigned treatment team. If they are not satisfied with the response provided by the treatment team, they are encouraged to contact Executive Director Ian Detamore at 603-960-0329 or at Ian.Detamore@Becket.org All complaints will be investigated within 24 hours. Residents and their families will be provided with a verbal response as soon as all involved parties have been interviewed and a conclusion is reached. Once the investigation is complete a written response will be provided to the family and the referral source. In instances of alleged abuse or neglect MPA will contact the appropriate outside agency (DCYF, Child Care Licensing, and/or local police department) in accordance with mandatory reporting laws.

### **What to bring for your stay at Shelter Care**

7 pairs of socks	
7 pairs of underwear/boxers	
4 pairs of pants/shorts	
10 t-shirts	
Light jacket or hooded sweatshirt	
Swimwear (if seasonally appropriate)	
Winter Gear: Jacket, boots, gloves, snow pants (if seasonally appropriate)	
Sneakers/Slides	
Medication (in original container with date filled and dose instructions)	
A few personal items (e.g., MP3, family pictures, stuffed animals, books)	

MPA provides all toiletries (e.g., soap, deodorant, toothpaste). Towels, sheets, and pillows are also provided, though students have the option of bringing their own from home if they prefer. Students are however not permitted to have any hygiene items that are aerosol or mouthwash that contains alcohol.

### **Electronics Policy**

Students are allowed and encouraged to have a MP3 player/device to listen to music with headphones. However, these devices may not have a camera, Wi-Fi and/or messaging/video capability. Students are not allowed to have cell phones or cameras. If your child brings one to campus, it will be kept locked in a safe and returned to the guardian/family during home time or at discharge. MPA is not responsible for any loss or damage to student owned property that might occur during their stay.

### **Prohibited Items**

Items considered to be contraband include tobacco, alcohol, drug products or paraphernalia including incendiary devices (lighters/matches). Clothing or other items that reference inappropriate content. Weapons of any kind. Student money, including gift cards and debit cards, are to be kept secured and only used with faculty supervision on approved programming.

## **Parent/Guardian Involvement**

MPA makes every effort to involve parents and guardians in their child's treatment and transition planning. Guardians are active members of the team and are expected to attend court hearings, individual treatment plan meetings (ITP's), family therapy and/or parent sessions. Guardians are also expected to maintain supportive and appropriate contact with their child via phone calls and visits on campus, off campus, or in the home community. Psychoeducation and parental education are provided as needed to support the student and families' permanency, safety, and overall well-being. We understand that guardians may miss appointments due to circumstances beyond their control. If you need to cancel an appointment, please contact your child's PC as soon as possible. PC's will document missed appointments in a clinical case note and indicate whether the guardian made contact and what the circumstances were for canceling. If you fail to notify faculty in advance or if there is a pattern of missed appointments or unwillingness to participate it will be noted in monthly reporting and communicated directly to your child's JPPO or DCYF worker.

## **Reasonable and Prudent Parenting Standards**

The MPA Shelter Care program has staff/faculty members identified and trained through requirements of *NH He-C 6350.10* (Reasonable and Prudent Parenting Standards) in an effort to support appropriate "normal age and developmental experiences including social, extracurricular, enrichment, and cultural activities in the community". The MPA Shelter Care program strives to embrace normalcy, while taking into consideration known safety concerns and history of risk to provide positive activities for students engaged in the program.

## **Treatment Team Roles and Responsibilities**

*Milieu Clinician ("MC")*- The role of the MC is to provide overall leadership of the student's treatment and support permanency planning. MC provides some or all of the following services: assessment and service planning; individual, family, and group counseling; crisis support; weekly progress reports, Individual Crisis Management Plans (ICMP), Psychosocial Assessment, and reports for court. The MC utilizes a variety of counseling approaches to fit the student and family needs. This may include components of Cognitive Behavioral Therapy (CBT), Dialectical Behavior Therapy (DBT), and Eye Movement Desensitization and Reprocessing (EMDR). The overall treatment approach is derived from the Attachment, Regulation, and Competency (ARC) model of care that focuses on trauma informed strengths-based services.

*Permanency Coordinator ("PC")*- The PC is the main facilitator of communication between treatment team members and works in conjunction with the student's team to provide a variety of case management and clinical services. Case management services include coordinating and supporting intake and assessment processes, student medical/dental appointments, treatment and therapy meetings, court hearings, home time planning, and academic advocacy and support. Clinical services include providing counseling and/or psychoeducation on an individual and family basis, weekly reporting, and transition planning. The PC serves as an important resource for students and families by connecting them with community-based supports and services.

*Academic Case Manager (“ACM”)*- ACM’s bridge communication between the sending school district and the treatment team. They ensure compliance with student IEP’s (when applicable) and provide guidance around credit recovery and progress towards earning a diploma.

*Clinical Director (“CD”)*- CD’s provide clinical, residential, and administrative leadership to support implementation of services to students and families. They oversee the direction of clinical services and provide routine feedback, training and supervision to faculty.

*Program Manager (“PM”)*- The PM oversees operations of the residential milieu, working closely with the clinical and academic team to support student treatment. They provide routine training and supervision of Youth Counselors and Community Leaders (AODs).

### **Individual Treatment Plan**

The Individual Treatment Plan (“ITP”) is a document that identifies the strengths and challenges of a youth and his family, the goals and objectives for treatment, and the interventions that will be provided. It also includes a summary of the student’s health care and medications and outlines community reintegration and transition tasks for each team member. Following intake and assessment, an initial ITP will be developed and reviewed within 10 days using input from all members of the treatment team including the student and family. The ITP may be revised and/or reviewed as needed. Any concerns with your child’s ITP should be directed to his PC as soon as possible.

### **Visitation**

The Shelter Care program embraces contact with approved family members and shareholders whenever possible. Maintaining contact with approved contacts (guardians/parents/family members) remains a priority. Students may engage in scheduled visitation with approved contacts on campus at our Campton facility. These visits commonly occur in the evenings and weekends and should be scheduled ahead of time, directly with the Permanency Coordinator.

### **Strengths Based Point System**

The Shelter Care strengths-based point system is designed to promote skill development and improved functioning in conjunction with the students ITP. Students earn points throughout the day by meeting program expectations and their individually identified treatment goals. For each student, the points earned during the previous day will translate into a percentage for data collection and reporting. If a student has a critical incident as a result of behavioral concerns, (AOD or TCI physical management), they are automatically placed on restriction and will be unable to engage in off campus “choice” programming. On school days, students can earn up to 48 points. On non-school days (weekends, holidays or vacations), student can earn up to 24 points per day.

### **Behavioral Support and Analysis**

The cornerstone of all behavioral and emotional intervention is providing a consistent framework within which faculty members can offer corrective feedback and a continuum of strengths-based supports to students. Building upon strengths, supporting skills, maintaining positive attitudes,

and teaching socially appropriate behaviors are all strategies that are utilized consistently by faculty members at MPA.

When incidents positive or negative occur, students are held accountable or recognized for their behaviors and supported through a variety of intervention strategies. Interventions designed to promote accountability and provide support include, but are not limited to:

- Individual Crisis Management Plan (ICMP): ICMP's identify which approaches best meet the needs of an individual student during times of distress. They are developed with feedback from the treatment team and the student.
- Strengths Based Tracking Sheet: Skill Sheets are used by residential faculty members to track a student's behavior. They incorporate the objectives included in each student's treatment plan.
- For Your Information (FYI): An FYI is any information regarding a student that faculty believes is important for others to be aware of.
- Pro-Social: A Pro-Social is any behavior that goes above and beyond what is expected. Pro-socials are documented on paper and given to the student to keep as tangible reward.
- Incident Report (IR): Any behavior that is unsafe or goes against program rules is documented in an Incident Report. This tool serves as the primary mechanism for tracking inappropriate behaviors and planning for future incidents.
- Administrator on Duty (AOD): An AOD report is a critical incident that rises above the level of an "IR". When a student is involved in a critical incident an administrator will notify the referral source and guardian within 24 hours. PC's will provide a copy of the AOD report to the referral source and guardian once it is completed.
- Physical Management (Therapeutic Crisis Intervention- "TCI"): This report provides the details of what lead up to, occurred during, and was processed after, any physical management of a student from each faculty member involved. PC's will provide a copy of the TCI report to the referral source and guardian within 24 hours, once it is completed.
- Restorative Justice Plan (RJP)- A RJP is used to help students take ownership and make amends for negative behaviors. The goal is to provide closure to an incident.

### **New Hampshire Department of Health and Human Services Mental Health Bill of Rights**

This Mental Health Bill of Rights (Mhp 502.02) is provided by law to persons receiving mental health services in the State of New Hampshire. Its purpose is to protect the rights and enhance the well-being of clients by informing them of key aspects of the clinical relationship. As a client of a New Hampshire mental health practitioner, you have, without asking, the right:

1. To be treated in a professional, respectful, competent and ethical manner consistent with all applicable state laws and the following professional ethical standards:
  - a) For psychologists, the American Psychological Association;
  - b) For independent clinical social workers, the National Association of Social Workers;
  - c) For pastoral psychotherapists, the American Association of Pastoral Counselors;
  - d) For clinical mental health counselors, the American Mental Health Counselor Association; and
  - e) For marriage and family therapists, the American Association for Marriage and Family Therapists.

2. To receive full information about your treatment provider's knowledge, skills, experience and credentials.
3. To have the information you disclose to your mental health provider kept confidential within the limits of state and federal law. Communications between mental health providers and clients are typically confidential, unless the law requires their disclosure. Mental health providers will inform you of the legal exceptions to confidentiality and, should such an exception arise, will share only such information as required by law. Examples of such exceptions include but are not limited to:
  - a) Abuse of a child;
  - b) Abuse of an incapacitated adult;
  - c) Health Information Portability and Accountability Act (HIPAA) regulation compliance;
  - d) Certain rights you may have waived when contracting for third party financial coverage;
  - e) Orders of the court; and
  - f) Significant threats to self, others or property.
4. To a safe setting and to know that the services provided are effective and of a quality consistent with the standard of care within each profession and to know that sexual relations between a mental health provider and a client or former client are a violation of the law (RSA 330-A:36).
5. To obtain information, as allowed by law, pertaining to the mental health provider's assessment, assessment procedures and mental health diagnoses (RSA 330-A:2 VI).
6. To participate meaningfully in the planning, implementation and termination or referral of your treatment.
7. To documented informed consent: To be informed of the risks and benefits of the proposed treatment, the risks and benefits of alternative treatments and the risks and benefits of no treatment. When obtaining informed consent for treatment for which safety and effectiveness have not been established, therapists will inform their clients of this and of the voluntary nature of their participation. In addition, clients have the right to be informed of their rights and responsibilities and of the mental health provider's practice policies regarding confidentiality, office hours, fees, missed appointments, billing policies, electronic communications, managed care issues, record management, and other relevant matters except as otherwise provided by law.
8. To obtain information regarding the provision(s) for emergency coverage.
9. To receive a copy of your mental health record within 30 days upon written request (except as otherwise provided by law) by paying a nominal fee designed to defray the administrative costs of reproducing the record.
10. To know that your mental health provider is licensed by the State of New Hampshire to provide mental health services.
  - a) You have the right to obtain information about mental health practice in New Hampshire. You may contact the Board of Mental Health Practice for a list of names, addresses, phone numbers and websites of state and national professional associations listed in Mhp 502.02(a)(1)(a-e).
  - b) You have the right to discuss questions or concerns about the mental health services you receive with your provider.
  - c) You have the right to file a complaint with the Board of Mental Health Practice.





<b>Policy Name</b>	Prison Rape Elimination Act Policy
<b>Document Number</b>	
<b>Date Updated</b>	
<b>Applicable Laws and Regulations</b>	Medicaid Billing Manual 12/18; 42 CFR 489.18 (a)

**Purpose**

To keep clients safe from sexual assault and sexual harassment

**Applicability**

This procedure applies to all employees of the Mount Prospect Academy, Inc. (MPA) whose programs are subject to PREA regulations. The Executive Director is responsible for ensuring that compliance with this policy occurs. This policy may be modified or discontinued with or without notice, at the discretion of the MPA. Employees are responsible for staying up-to-date with current procedures, practices and policies.

**Policy**

MPA has a zero-tolerance policy for any sexual contact or sexual harassment, whether consensual or non-consensual, between residents, and between residents and staff members. Any behavior of a sexual nature whether verbal, nonverbal, or physical is strictly prohibited. This includes: sexual assault, sexual misconduct, and sexual harassment.

Employees should refer to the PREA Procedural Manual for detailed information about agency obligations under PREA. The Procedural Manual includes the following subjects:

- Prevention and response planning
- Employee hiring and promotion decisions, training, supervision, and monitoring
- Client intake screening, training, placement, and supervision
- Incident reporting (including third-party reporting options), investigation, data collection, documentation, disclosure, and incident reporting requirements
- Victim support, medical exams, emergency and ongoing medical and mental health services, and advocacy
- Official response following an investigation
- Protection from retaliation
- Discipline and corrective action
- State audits for PREA compliance

**Designation of a PREA Coordinator and PREA Compliance Manager**

MPA has appointed an upper-level agency-wide **PREA Compliance Manager** who will support programs in their PREA compliance efforts. Each Executive Director shall appoint a program-specific **PREA Coordinator** who is responsible for day-to-day PREA program implementation and compliance. In the absence of an appointed PREA Coordinator, the Program Director shall serve in this capacity.

**Training**

All employees whose programs are subject to PREA Regulations must complete PREA training at least every other year. Training is available online through Granite State College.

Documentation of training completion must be saved to the employee's electronic personnel file.

# Mount Prospect Academy Parent Sexual Assault and Harassment Prevention Orientation Notice of Understanding

Please read and sign the following:

I \_\_\_\_\_ received orientation materials about  
(Parent/Guardian Printed Name)  
Sexual Abuse and Sexual Harassment on \_\_\_\_\_  
(Date)

I have been given the opportunity and have been encouraged to ask questions on the materials found in PREA: What you need to know.

I will tell faculty if I have problems reading, understanding or if English is not my first language so that they can provide me with assistance.

\_\_\_\_\_

Parent/Guardian's (Signature)

\_\_\_\_\_

Date

\_\_\_\_\_

Faculty Providing Training (Signature)

\_\_\_\_\_

Date