

MINUTES OF THE SPECIAL STUDY COMMITTEE ON SOCIAL AND REHABILITATIVE
INSTITUTIONS

Held in Room 313-S at the Statehouse, at 12:30 p.m., on March 4, 1980.

Members present were:

Senator Robert Talkington, Chairman
Representative Joe Hoagland, Vice Chairman
Senator Mike Johnston
Representative Phil Martin
Representative David Heinemann

Staff present were:

Fred Carman, Revisor's Office
Emalene Correll, Legislative Research Department
Ray Hauke, Legislative Research Department
Robert A. Coldsnow, Legislative Counsel

Conferees appearing before the committee were:

Vicki Jones, Secretary to the Superintendent, Youth Center at Atchison
Charlotte Houston, Ph.D., Chief Psychologist, Youth Center at Atchison
Terrence Kearns, Ph.D., Program Director, Acting Assistant Superintendent,
Youth Center at Atchison

The Chairman called the meeting to order.

Ms. Jones appeared to respond to what she felt were inaccurate statements in the media concerning her duties at YCAA. Her statement with a sample of the clinical data sheet she fills out when students are admitted to the center can be found in Attachment A. Ms. Jones stated the procedure she uses in no way takes the place of the social worker's "intake" interview. She clarified that the student or the county social worker answer the questions on the sheet regarding previous offenses.

Although Ms. Jones had no facts upon which to base her opinion, she feels there is a difference in the kinds of offenses for which students are admitted now than when she first started working at the center with assaults, aggravated assaults, and aggravated robbery offenses becoming more prevalent.

Ms. Jones stated her testimony was the result of her thoughts alone. It had not been approved by anyone else prior to her presentation to the committee.

Dr. Houston appeared to clarify previous statements made to the committee with respect to activities at YCAA. Her statement is attached (Attachment B). She felt progressive changes were being made at the institution, and policies were being revised constantly.

In answer to questions, Dr. Houston corrected paragraph 4 of her statement regarding the "caution" being exercised to involve employees in diagnosis of needs to mean an effort has been made to include many employees and departments in determining the needs of the institution in order to overcome their resistance to change. This was done through meetings with department heads and cottage staff. These meetings were requested by a committee set up for a particular task or problems to be addressed. There is no written policy on these meetings. She noted

her statement addresses the level system task, this system being common to all cottages. Shortly after she came to the youth center, input on the level system was solicited, and since last fall to the present she has held regular weekly meetings with the administration and cottage staff. Each department submitted a written summary of what it considered needs to be included for a revision of the level system.

With respect to secure confinement, Dr. Houston said she had categorized the institution in her statement as being in the nature of a correctional institution for simplicity and not because she felt YCAA was a correctional institution. She did not have the information she felt was necessary in order to form an opinion on placement of the youth center under the Department of Corrections.

Dr. Houston was questioned regarding increased emphasis being given to AWOL problems. She said this emphasis was the result of directives from the administration, from Dr. Kearns and Mr. Wilson in particular.

Placement of students in cottages was discussed. Dr. Houston said she participates in this decision which is determined after considering various factors such as aggressiveness, ability to follow instructions, and acceptance of authority. Students are placed in cottages for observation for a week or so and evaluated as to their ability to function in an open setting. She said the difference in ability of the cottage parents was not a factor in determining placement. Dr. Houston said the lack of the use of English by some professional staff was not a problem in placement. She consults closely with the program director on issues of placement and transfers.

The first paragraph of her statement regarding the change in administration necessitating adjustment on the part of staff resulting in a slowdown of policy implementation was discussed. Dr. Houston clarified by change she meant the change in superintendents, some of the changes occurring before she came to YCAA. She based her opinion on statements made to her and on her own observations. In her opinion, inconsistencies have resulted in policies because of what is seen as a need versus what staff wants to do.

Dr. Houston said she reports directly to Dr. Kearns.

Dr. Kearns gave an overview of the program for residents at YCAA. His statement is attached (Attachment C). Documentation and additional information can be found in Attachment D, 1-14.

In discussion, Dr. Kearns confirmed he has been the acting assistant superintendent, or acting resident director, of the institution since Mr. Wilson became superintendent which makes him the supervisor of all personnel. He said he relied very much on Mr. Wilson for advice and direction. Since Dr. Kearns is also program director, his workload has increased, but he said he receives good support from the Topeka campus. The employment of a new personnel director for the two centers has helped. A search is still going on for an assistant superintendent, and Dr. Kearns looks forward to a resident director being employed. Mr. Wilson tries to be at Atchison once a week and plans to be there more often in the coming weeks. Dr. Kearns stated he would not like to see the YCAA have its own superintendent, independent of Topeka. He noted the support he gets from Topeka and the utilization of its expertise, its director of training comes to Atchison weekly, the maintenance staff is shared, and

it is easier to transfer students back and forth. He stated it would be possible for the two centers to cooperate with separate superintendents since they had done so in the past, but Dr. Kearns definitely did not favor separate institutions. The Chairman noted that since all institutions were under one secretary it should not be difficult to cooperate. Dr. Kearns stated he was satisfied with the present arrangement and with the chain of command under SRS.

The emphasis placed on AWOL's was discussed and Dr. Kearns was asked if the community had played a part in this. He said the center had not experienced any direct pressure from the community to do something. His main concern had been and is the treatment of the boys. Many tend to run away from problems and think if they run away it will resolve their problems when it only prolongs treatment. He noted runaways were another reason YCAA should be connected with the Youth Center at Topeka since Topeka has more locked cottages. Dr. Kearns was questioned regarding his philosophy on security and whether it conflicted with treatment. He replied that some people think the youth centers should be operated like prisons, but he does not see it that way at all.

Mr. Coldsnow asked if the personnel Dr. Kearns referred to as the "old guard" were perhaps accustomed to boys with less serious problems to deal with which may make them hesitant to change their ways. He replied that was not generally the case, but it could be true. Even though YCAA is getting more aggressive students, he did not think some employees were unsuitable to work with them. He did not feel the change in student type was dramatic but reflected society as a whole.

Dr. Kearns was questioned regarding the juvenile judge in Atchison and the concerns the judge expressed to the committee relating to difficulty in getting information from the center. Dr. Kearns said he was not sure what the judge was talking about, but the center tries to provide the court with whatever it requests. With respect to the judge not being able to place a youth wherever he wants to, Dr. Kearns did not think he should as the court has no input in treatment. Dr. Kearns has no formal contact with the local SRS and social workers, but said he has had no problem when he needs to communicate with them. He stated he has not received any instructions from his superiors regarding these contacts, and the center has gone out of its way to cooperate with the district judge. He felt the judge's concern goes back to a change in the law last July requiring runaways to be returned to the youth center. Prior to this, the district court would make all sorts of plans for them which caused great problems. Students would run away directly to the court thinking they might have a chance of being released through that channel.

Representative Heinemann asked Dr. Kearns for a description of his job as program director. He said it is divided into two areas, supervision and administration. He supervises eight staff directly, most of whom supervise other staff. In administration, he is involved with program development.

In answer to further questions from Representative Heinemann concerning idle time for students and activities for weekends, Dr. Kearns said an effort is made to arrange most recreational activities for weekends and after-school hours, but there is a need for more weekend activities. A possibility of hiring a temporary recreational activity person for the summer to increase bivouac activities has been discussed.

With respect to vocational programs, Dr. Kearns said they are limited by law in this regard. Younger students are exposed to vocational programs at the center and older students have the opportunity to go to an area vocational tech school. Students in Sequoia Cottage participating in this program were mentioned. Dr. Kearns felt more students could participate and benefit from going to a vo-tech school, but there is a funding problem.

Assaults were discussed. Dr. Kearns said assaults can be anything from a punch on the shoulder to an out and out fight. If a student did commit a violent act, the cottage staff receiving the student would know of it. Representative Heinemann mentioned the concern of staff that students know how to pick the locks in cottages. Dr. Kearns said an incident of a student picking a cottage lock had occurred the past week, and he planned to take the youth to Topeka since changing the lock would be expensive.

In answer to questions concerning medical assistance, Dr. Kearns said he had been concerned with the delay in students receiving medical treatment. As a result, he brought this to the attention of the nursing supervisor who felt, in many cases, the need was not really serious. She is aware of his concerns, and he thinks she will see that needed treatment is expedited. He said it would be his responsibility to see that any policy requiring medical staff to see students at any time be adopted.

With respect to common policies among the cottages, Dr. Kearns said there is some need for commonality from cottage to cottage, but he felt the individual cottages should have some freedom and develop its own program depending on the talents of professional staff. He noted there had been a program committee on campus rules which was to report to him in December. He has not heard from it and assumed it had just died without doing anything. He noted the level system was common on campus and felt when this is improved, it will partly meet the rules problem. Representative Hoagland noted testimony had been heard regarding the difference in policy from cottage to cottage on the level system, haircuts, strip searching, smoking, etc., and he asked if this could be construed as creative program design. Dr. Kearns answered that it was not. The question was asked as to whose job it was to see that these types of rules are uniform. Dr. Kearns said it was partially his and partially other staff's and the director of youth services, Mr. Vigola. He did not accept the contention that differences exist to such an extent to cause disciplinary problems. Representative Hoagland asked why the committee on rules was created. Dr. Kearns replied that he felt there was a need for more uniformity in rules. He appointed the members after consultation with other staff. Representative Hoagland questioned why Dr. Kearns did not know what happened to the committee and stated he should be concerned it did not accomplish its purpose.

The Chairman questioned Dr. Kearns regarding individual program treatment and whether this determined what cottages youths were placed in. He replied it did and noted a different program was required for transfers to closed cottages.

The Chairman also questioned Dr. Kearns about the AWOL problem and asked if students consistently ran away because the program allows them to do any thing. He was not aware that this was true. Dr. Kearns did not know of any clear-cut solution to runaway problems and said it was difficult to predict when a student is going to decide to go AWOL.

The meeting adjourned at 1:40 p.m.


Chairman

ATTENDANCE SHEET

MAR. 4, 1980

<u>NAME</u>	<u>REPRESENTING</u>	<u>TOWN</u>
26 members MHT all institutions ^{hospital} ^{except} ^{Larned}	Ks. Assn of Human Services Technologists	
Sackman	Budget	
Cameron		
Starns + 2	League of Women Voters	
Sowers	TARC	
Rilly		
Hamm	SRS	
Pulliam		

Vicki Jones
Secretary to Superintendent
Youth Center at Atchison

I have been employed approximately five years at the Youth Center, the last $2\frac{1}{2}$ years in the capacity of Secretary to the Superintendent. I also act in the capacity of secretary to the Program Director and Director of Youth Services. After reading the newspaper articles, I would like to voice a difference of opinion of the statement concerning no change has occurred in the last 14 months regarding policies and procedures.

One of the administrative changes that directly effects my job is related to the statistical side of our institution; this is the process whereby information is obtained to complete the face sheet on each admission. The face sheet is a simple, factual sheet kept in the youth's permanent file which consists of basic facts such as name, address, birthdate and birthplace, parents' name. The face sheet also lists the committing offense and previous offenses committed by the youth as well as previous placements and evaluations. This sheet is one of the most important documents in the youth's file as it gives a quick and complete view of the youth on one sheet.

Previously this sheet had been completed by the social work department. However, by this procedure it often required as much as one day of my time to complete the necessary statistical forms and type the face sheet, as often the sheet was returned to me incomplete. I then went through the process of locating the case materials on the youth, reading through them, searching for the correct answers and often had to locate the social worker who interviewed the youth to ask questions of which the answers were not in the material. With the rate of admissions per week increasing, this was causing me to fall behind in processing the forms and submitting them, as required, on a weekly basis to the Research and Statistical Department of SRS. If the face sheet is filled out completely I am able to take the necessary information directly from the face sheet to process the forms. These statistics are an important part of our budgetary process and provide necessary information as in any business or organization; therefore, it is my job to record these statistics as accurately and as quickly as possible.

Because of the amount of time required to process the forms, an administrative change was issued regarding the process by which the face sheet would be completed. I was present at the time the change was discussed with the Chief Social Worker, who stated she had no problems with the change so long as she and her department were aware of the change in procedure. Therefore, I was given the responsibility of completing the face sheet by simply on admission day asking the youth, parents, or transporting county worker, depending upon who arrives with the youth, the questions necessary. This procedure takes approximately 5-10 minutes to ask the questions and 5-10 minutes to process the face sheet and statistical forms. I do not probe into the youth's background or problems, in fact, I do not even ask

the marital status of the parents. When I have completed the information I make a photostatic copy of my handwritten answers and make a notation beside any answer the youth gave me that I am hesitant about and ask the social worker to clarify for me during the interview.

In the approximately 45 admissions I have processed in this manner, I have not encountered any difficulty or hostility from the youths towards answering the questions. Most of the youths answer the questions almost before I can ask them as they are basic questions and the Youth Center is not the first out-of-home placement they have been placed. In fact the majority of the youths have been very pleasant and friendly.

Another area where administrative change has taken place is in answering requests for information from other institutions, mental health centers, probation services, etc. This is my job to answer these requests as completely and as quickly as possible as often there is a limited amount of time in which the evaluation must be completed. The only information available to answer these requests are reports documenting the work done with the youth. If we have people not doing their job and not preparing such reports, the impression is given that the youth received very little help or counselling as far as rehabilitation. Now each report is logged on a form used strictly for this purpose which enables administration at a glance to see what reports have been completed and what reports are needed; therefore, holding staff accountable for their job performance.

My final remark is the observation that during the five years and two completely different administrations I have been employed at the Youth Center, the same employees, who rather than working with the present administrative system and doing their job in their particular specialized field, choose not to do their job. Instead, these employees constantly voice dissatisfaction with the system rather than following appropriate procedures to initiate a change in the administrative policies and procedures if they feel a change is needed. We are employed to help youth adjust so they can function properly in a community and by constantly disregarding policies and procedures it is the youth themselves who suffer.

YCAA ADMINISTRATIVE - CLINICAL DATA FACE SHEET

Name _____ No. _____ Cottage _____

Address _____

Admitted _____ County _____ Race _____

Ht. _____ Wt. _____ Hair _____ Eyes _____ SS# _____

DOB _____ Birthplace _____ Age(at admission) _____

Committing Offense(s) _____ Code _____ Rel. _____

Other Offenses _____

Probation Officer _____ Local SRS Worker _____

Family Data (Most responsible person listed first)

Rel	Name	Age	Address & Telephone	Employment

Previous Placements (Names and Addresses) _____

Previous Evaluations (Name, Date, Type) _____

Educational History (School) _____ Last Grade Completed _____

Clinical Warnings: Firesetting (), Runaway (), Suicidal Attempts (), Assaultive (), Alcoholic ()

Present Health History: Seizures (), Diabetes (), Allergies (), Family (), Other _____

Student's Recorded Movement Listed Below:

Charlotte Houston
Chief Psychologist
Youth Center at Atchison

The Youth Center at Atchison underwent a major change in administration years ago. Since that time staff have had to make continuous adjustments to change and discrepancies in policies and practices. The reviewing and updating of policies has been a slow and difficult process but steps are consistently being made in that direction.

Working with youth with severe maladjustment problems under these circumstances is naturally frustrating at times and it is often extremely difficult to perceive rewards resulting from constructive efforts. Consequently, staff seem to often fluctuate between periods of "burn-out" or low morale, negativism, and low tolerance for frustration.

The institution would be able to offset this tendency much more effectively if special consulting and training funds were made available to administrative and other staff to stimulate new operating ideas and strategies for successful implementation.

If implementation of new policies could be achieved more easily, the process of change would become more expedient. However, caution has been exercised to involve as many employees or departments as possible in diagnosing the needs of increasing passive resistance to change.

Individual cottages generally have a fair amount of independence in developing treatment plans most usually within an overall framework--the level systems. In some cases, stronger deviations occur for special problem cases with justification made.

The level system is currently undergoing major revision, using input from employees at every level, to allow for more flexibility in incorporating highly individualized treatment planning.

Although some latitude in designing an effective treatment approach is desirable considering the widely varying factors and problems in the backgrounds of our youth, there remain strong needs for secure confinement and structure.

Rehabilitation efforts and the maintenance of a reasonable secure confinement period for our youth represent two emphases within the institution that often present the illusion of being opposing concepts. However, there is an optimum and very delicate balance that must be achieved by our system.

We are still quite a distance from establishing that optimum point in written policy. Discontent, confusion and inaction continue to plague optimistic efforts made by a few people. Hopefully, some recommendations issued through findings of this legislative investigation will assist in our progress toward this goal.

Terrence Kearns
Program Director
Youth Center at Atchison

I am a Certified Psychologist in the State of Kansas and work as Program Director at the Youth Center at Atchison. I received my Bachelor's degree at the Ohio State University, and my Masters degree and Doctorate degree in clinical psychology at Southern Illinois University. I completed one year clinical internship at Topeka State Hospital and held a position as Staff Psychologist at the Hospital for over four years before taking my present position at Atchison.

I have asked to testify before the Special Study Committee today to present the current treatment program at the Youth Center at Atchison, and the prospects for the future. I have read many of the newspaper articles about the Youth Center, and most of these articles present a very negative picture of our program. I believe this to be a distorted view, and I wish to present the Committee with a factual picture.

Each new student admitted to the Youth Center undergoes a comprehensive evaluation during the first 30 days of orientation. He is given a battery of psychological tests administered by the psychologist assigned to him. His assigned social worker begins his/her assessment of family and community factors involved in the boy's commitment, and develops a plan to meet the student's social needs.

During the orientation period, the cottage staff observe and get acquainted with the new student and help him in his adjusting to peers and cottage living situation. Academic screening and testing are begun, and the new student begins in classes usually within the first two weeks of his stay. The Youth Center nurse arranges for a physical examination, dental and hearing screening, and provides for any emergency medical or dental care needed. Recreational staff do an assessment of the new student, and begin him in activities within the first couple of weeks. He is involved during this time of orientation in all areas of the Center's program to help determine his treatment needs and capabilities.

At the close of his orientation period, a program planning conference is held where staff from the different disciplines meet, compare impressions, and develop the boy's program for care, treatment, and education. He will then begin a full day's program of academic, recreation and specialized treatment activities, all focused on his individual programs and needs. He starts on an eight-level system in which positive behavior is encouraged and appropriate social behavior rewarded by giving graduated privileges and opportunities; antisocial behavior is discouraged by withholding such privileges until they are earned. For example, if a boy does not run away through his orientation period and through Level I, he becomes eligible for a weekend pass. If the student does not run away or commit any miscreant or delinquent acts through out his residency, he is eligible to skip one level altogether. The boys at the Youth Center progress through the levels and are considered for conditional release once they reach level eight. A pre-release conference is scheduled and the boy's family is encouraged to attend along with the area SRS worker and probation officer from the committing court.

The student's individualized treatment plan is implemented by the student's cottage committee, a group composed of the assigned psychologist, social worker, and the Head Youth Service Worker. The student's plan may, e.g., involve group and/or individual psychotherapy which is provided by the psychologist. The social worker serves as a liaison between the boy, his family and community. He/she will work with the boy with an eye toward successful integration back into the community. The Head Youth Service Worker is most closely connected with the student's daily living, and serves a vital role in developing positive student-peer and student-adult relationships. The cottage committee reviews the student's progress periodically, and adjustments are made in the student's treatment program to meet his needs.

Boys who do not have a suitable home or other community placement available to them may be eligible to participate in our community-oriented program based on the Youth Center campus (Sequoia Cottage). This program provides for an educational and vocational experience in the Atchison community. Sequoia is an eighteen-bed dormitory-type cottage providing a program for boys ranging in age from 14 to 18 years, with some boys attending the Atchison Junior High School and some the Senior High School and some the Area Vocational-Technical School. The principle criterion for admission to this community-oriented program is for the boy to be able to handle both the social and academic requirements of public school enrollment.

During the summer months many of the boys in this program find summer employment in the Atchison community. They are encouraged to accumulate money to help finance some of their own needs during the next school year. Regardless of the boy's reason, he has to make a decision to transfer to this program rather than to return directly to his home community for the school year.

In the past year, another specialized treatment program was developed in Kansan Cottage. Kansan is a ten-bed closed unit with a high staff/student ratio. Students with severe behavioral disorders, chronic runaways, and aggressive students are given intensive treatment in Kansan so that they can be returned to the mainstream of the campus. The Kansan program is a behavioral/cognitive approach which provides immediate, concrete rewards for pro-social behavior.

Maple Cottage is an eight-bed unit designed to meet the special needs of students who cannot adjust to living in the larger cottages because of their immaturity, small physical stature, emotional problems, or other developmental handicaps. Expectations are adjusted to meet the potential of the individual student, and the students are released from Maple directly into the community.

Ivy Cottage is a six-bed unit designed to deal with crisis situations. Students who become out of control are admitted to Ivy Cottage for periods ranging from a couple of hours to four days, or until they regain control. Also, students may request to go to Ivy for a "cool off" when they feel like they are about to lose control, and want to temporarily get away from a situation which is causing them stress. Ivy Cottage is also used to admit new students for observation when previous history is suggestive of runaway behavior or assaultive behavior.

Two fourteen-bed cottages and two twenty-three bed cottages, each with an assigned psychologist and social worker, provide for the needs of the majority of the Youth Center students. The treatment program in these cottages is based on the Level System and supplemented individualized treatment programs.

I hope this overview gives the committee a flavor of the treatment program at the Youth Center at Atchison. Now I would like to address some of the specific issues which have come before this committee, and help put these into perspective.

The Youth Center at Atchison has undergone some major changes in the past several years, and as could be expected at any institution, there are some "growing pains." The new administration feels it has an awesome responsibility to the youth it serves and to the people of Kansas to provide a quality program to help the youth committed to our care to rehabilitate themselves. Therefore, the present administration insists on quality work performance from professional and paraprofessional staff alike. Youth Center staff are now being held accountable for providing quality services. Personal likes and dislikes, chronic personal conflicts, cliques, factions, and the like, have no place in an institution charged with such an important function as rehabilitating youth who have gone astray. Employees are no longer permitted to "get by" with substandard performance, for any reason. Some of the "old guards" at the Youth Center are finding it difficult to make the adjustment to an administration and a philosophy which demands performance. Resistance to change is sometimes overt and intense, but more often covert and passive. However, the present administration intends to continue to press for quality job performance, and to assist those employees who are willing to develop their own potential to make their best contribution to the program.

Along with the change in administration, there have been many recent program and policy changes at the Youth Center at Atchison. Increased visiting opportunities were already being made available to parents when I began working at the Center in December of 1978. The past administration's policy of visiting only on certain weekends was replaced by the policy of allowing parents and families visiting privileges any weekend. To support this new policy, a social work weekend OD (on duty) system was started. Therefore, social work services are now available to all boys and their families any weekend they may have available to visit our campus. Youth Center social workers meet with families when they come to visit during the weekend or in scheduled sessions during the work week.

We have encouraged those families living at a great distance from the Youth Center to become involved in family therapy in their home communities in addition to their contacts with our staff. Presently, we have on order a conference-call phone system which will enable several Youth Center staff and student to meet with his family and area workers on the other end, enabling us to increase opportunities for family conferences.

Another new policy facilitating family contact in crisis situations was developed in the past year, the Emergency Pass Policy. This Policy provides for a student at any level in his program to take a home pass in case of a death or serious illness in his family and organizes procedures to maximize the therapeutic gain for the student.

In this past year we have endeavored to reduce the frequency of students going AWOL, as we believe running away from one's problems is a maladaptive action. A policy developing group, the coordinator's meeting, conducted a research project on factors involved in students going AWOL. Although no statistically significant findings could be made from the data, certain impressions were shared by all. Therefore, we modified our AWOL policy by making consequences of AWOL clearer to students, placing extra consequences on AWOLs where antisocial or criminal actions are involved, and by making a more efficient notification procedure when AWOLs do occur.

Early in 1979, the need to modify the level system was recognized, and an extensive review of the level system was undertaken. The three divisions most directly involved (Psychology, Social Work, Youth Services) were asked to review the level system within their own departments. Responses from the Psychology Division and Youth Service Division were timely and thoughtful. The response from the Social Service Division was rather meager and did not address the issue. An attempt was made to encourage the Social Service division to further work on the problem, but this did not prove fruitful. The coordinator group moved ahead and developed a modification of the orientation of new students (the first step on the level system) so that students could start in their program as soon as possible rather than waiting thirty days for their program planning conference. This has been partially implemented.

Recommendations from the Psychology Division, Youth Service Division, (and Social Work Division), were gathered and discussed. A specially selected committee was appointed (two doctoral psychologists, one social worker, one youth service worker and one school representative) to pull together all of the information and recommendations and to write a new level system which will be more responsive to students' differing needs and abilities. We project the new level system will be implemented on a trial basis by May of 1980.

Despite the opinion of some that a Tornado Safety Procedure is not important, the Youth Center administration recognized its responsibility in seeing to the safety of over one hundred children, and developed such a procedure in the Spring of 1979. The procedure defines communication channels, staff responsibilities, and shelter areas for the cottages.

There has been a great deal of concern on the Atchison campus about how much force staff are permitted to use in subduing out-of-control students. In order to clarify this important area the present administration issued a Policy Statement on the Use of Force. In a few words, the policy statement mandates the use of the minimally necessary force to control students.

The present administration recognized the value of community contact for Youth Center students, and the necessity of carefully organizing and controlling programs where non-employees are in direct contact with YCAA students, to protect both the students and the non-employee. A Volunteer Program was developed which involves Benedictine College students coming on campus and engaging YCAA students in wholesome activities. Although this program encountered serious difficulties in its development, we now have the program implemented.

In a similar vein, another new program has been developed and implemented to augment our recreational activities. College students from Benedictine enrolled in a Recreation Practicum course are now receiving this training on the YCAA campus, through the supervision and organization of the YCAA Recreational Therapy Department.

YCAA students who receive disciplinary action for antisocial behaviors sometimes feel the disciplinary actions are unfair. The present administration recognized the fact that Youth Center staff are people and therefore subject to errors in judgment and that at times unfair disciplinary actions are taken. In order to impress upon the student authority strives to be just and fair, a Student Appeals Policy was developed and has been implemented on a trial basis. Basically the Appeals Policy provides for three levels of appeal: The Cottage Committee, an intermediated selected appeal board and student advocate, and an administrative level of appeal. Our first experience in using this proposed policy has been very positive, and we anticipate that after "ironing out the bugs," we will be able to implement the policy on a permanent basis.

Weekends are often a busy time on the YCAA campus with families visiting both on Saturdays and Sundays. In the past year we have developed and implemented a new OD Policy to assure that the Center functions smoothly when professional staff are on their days off. Each Friday afternoon an OD Meeting is conducted, attended by a Social Work On-Duty person and a Clinical on-duty person, representatives from all of the cottages, the Nurse, and a representative from the Recreational Therapy Department. Anticipated visits, medical concerns, scheduled activities, cottage coverage, and any unusual situations are discussed at this meeting. The Clinical OD and the Social Work OD duties and responsibilities for the weekend are defined in the OD Policy.

The road toward establishing written policy and procedure at the Youth Center, and toward modifying outdated policies, has been full of stumbling blocks. Some of the old guard at YCAA are very resistant to change, and some do not like to have policy and procedure in writing at all as this makes them accountable for their actions. Some would rather "fly by the seat of their pants," and "do their own thing." Just in the past week, two good examples of resistance to change and the attempted circumvention of established channels and policy, have presented themselves. In the one case, a Social Worker attempted to bypass the Program Director and go directly to the Superintendent (the old guard way of doing things) to get approval for a student's "early release." The particular student in this case is classified as a violent offender who has shown no evidence of rehabilitation. The second example in this past week involves a task in which Division Heads were asked to prepare a statement of their perception of the philosophy and goals of the YCAA, and of their individual departments. All Divisions have completed this task except one, the Social Service Division.

The Superintendent expects me to make all YCAA staff under my supervision accountable for quality job performance. I am committed to the regulations set out by the State Department of Personnel and I fully intend to be accountable myself, and to hold staff under my supervision accountable. By these means, we plan to develop the YCAA program to one of excellence and renown.

I thank the Special Study Committee for this opportunity to present a factual picture of the YCAA program.

Attachments to the Statement of Dr. Kearns

1. Maple Program - Initial Draft
2. Ivy Policy and Procedures (Crisis Unit)
3. Emergency Pass Policy and Procedure
4. AWOL Research and Resulting Policy:

- Initial Discussion
- Psychology Meeting Discussion
- Input from Youth Services
- AWOL Variable Data Sheet for Research Project
- Agenda for Coordinator Meeting regarding AWOL Research
- Interim AWOL Policy
- Final Implemented AWOL Policy

5. Level System Review:

- Input from Psychology Department
- Input from Youth Services
- Input from Social Services
- Encouragement for Better Thought-Out Work to Social Services
- New Student Orientation (First step on Level System)
- Level System Committee Notes 2-12-80
- Level System Committee Notes 2-27-80

6. Tornado Safety Procedure
7. Policy Statement on the Use of Force
8. Volunteer Program
 - Memorandum about Serious Problems in Program Development
 - Volunteer Program Note 2-3-79
 - Volunteer Program Note 3-5-79
 - Volunteer Program Note 9-24-79
9. Recreation Practicum Student Program Description
10. Appeals Procedure in Use on Trial Basis

11. YCAA Weekend-Holiday OD Policy and Procedure

12. Example of Effort to Make Staff Accountable

Position Description for Director of Recreation
Recommendations to Program Director and Superintendent for
Supervision of the Director of Recreation coming out of
an Appeals Committee of a Recreation Staff Member
Employee Evaluation Report for Director of Recreation
Narrative to Evaluation Report

13. Example of Attempted Circumvention of Channels and Policy

Program Director's Response to Attempted Circumvention
Memorandum (2-26-80) Showing Attempted Circumvention
Manipulative Letter from Student's Father
Documentation of Lack of Progress of Student

14. Bert Nash School Student Handbook (School Program, Policy, Rules)

Maple Cottage
December 17, 1979

There has been a long-recognized need on the YCAA campus for a cottage to house a limited number of deprived, physically small, emotionally immature youth that simply cannot survive the group living phenomenon of the large, more diverse cottages. These youth cannot compete with the larger, more mature youth in these cottages. For many of them, not only do they often become the "baby" of the cottage--a role that is very easy to assume--but they become the target of the more aggressive youth who use their physical size and immaturity to further deprive them of corrective experiences that encourage emotional growth and maturity. They are often scape-goated, giving up food and other material possessions to gain attention and favors from the larger youth. Their contacts with, and attention from staff, are viewed with resentment by the older boys, thus further depriving them of relationships that are needed to further their development.

Maple Cottage has now been designated as the cottage that will receive these youth and will develop a program to meet their unique needs. A coordinator/social worker has been assigned to serve as the treatment team leader. It will be his responsibility, using all resources available within the institution, to give the clinical leadership to staff working with these youth.

Maple Cottage, in recent years, has been somewhat of a catch-all for the YCAA campus. Two factors have seemed to be the primary contributors to this status:

→ First, the cottage has a capacity for eight youth and, thus, is one of the smallest cottages on campus. Being small, it suffered from a lack of permanently

assigned professional staff. Priority has been given to the larger cottages where the demands, number-wise, have been greater. Students assigned to the cottage have had clinical services extended to them through their original cottage committees, but only as the clinicians have had time after the needs of students in their primary caseload have been met.

Second, the needs of the campus have been such that bedspace for the severe acting-out youth has been at a premium and Maple received the "spill-over" when all beds in Ivy Cottage (and to an extent, Kansas Cottage) were full. Thus, students with severe acting out problems were brought in to Maple Cottage when there were no other beds that could be used for them. This resulted in the use of the cottage given to a highly-restrictive program, often with youth locked in rooms for relatively long periods of time.

We anticipate as a number of changes being made (some have already been instituted) for the longer-term, permanently assigned students in Maple Cottage. First, the cottage will become less restrictive. The cottage will become an open cottage with activities campus-centered rather than cottage-centered. That is, students will go to the dining room for meals, will go to class at the Bert Nash school, will participate in on-campus and off-campus recreational activities, will be eligible for day passes and home passes. Day-to-day counseling will be always available to students through the Youth Service Workers. The coordinator/social worker will spend time daily in the cottage. While much of his time will be spent in discussions with Youth Service Workers, he, too, will be readily available for group and individual counseling with students. As cottage social worker, he will also be available to the parents of

each youth on a continuing basis. He will be responsible for seeing that appropriate treatment plans are developed for each student and once the plans are developed, that they are carried out in daily practice. He will also be responsible for the writing of reports: Intake Summaries, Treatment Summaries, Progress Reports, etc. He will make appropriate referrals to other staff members when specific needs must be addressed: medical problems, psychological testing, psychotherapy, etc. He is the treatment team leader.

During the time Maple Cottage was used to house students who were in "security" status, the individual rooms were barren of most objects except beds and oftentimes, had only mattresses. These rooms all need repainting. Additionally, the clothes cabinets need to be returned (and painted); fire proof drapes need to be reinstalled; each room should have a desk, chair and tackboard. Electrical outlets that were sealed need to be reopened so students may have desk lamps, radios, record players, etc., that are approved by the staff for room furnishings. All in all, a more "homey" atmosphere needs to be instituted for the benefit of students in the cottage. Staff will re-orient themselves to meet the students' needs on an individually-programmed basis for each student.

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Dr. Kearns:

I have attempted to include in this writeup what I felt you asked for, some of my own desires, items I feel are important in the continuation of a smooth program and some items I feel need to be added in an effort to assure the involvement we need.

My hopes are that with all of us working together we will no longer have students forgotten in Ivy Cottage. Thus obtaining the involvement we need in the care of the student from his home committee members.

Also, it is hoped that it will eliminate the dragging feet from the open units when their students are ready to return.

Speed up transfers to other units when necessary and in general make our unit more productive and less of a dumping ground.

Mrs. Vigola

Definition, Rationale, Policy and Procedures

1. DEFINITION: Specific purpose unit used for short term crisis intervention, detention and custody services while providing a behavior management tool.

Detention and seclusion are prescribed treatment procedures used to remove a student from the mainstream of activities to a more controlled environment where the amount of stress, pressure and/or temptation can be limited; where the scope of activities is more controlled; and where the maximum amount of individual care and treatment can be given.

DETENTION AND SECLUSION IS NOT TO BE USED FOR PUNISHMENT.

The program is geared toward returning the youth to the mainstream of campus life as speedily as his own progress warrants.

2. Rationale: There are students who function occasionally or chronically at the lowest level of emotional development. These are students who are:

1. Unable to make their needs known through words.
2. Unable to cope with their feelings and impulses.
3. Unable to cope with their environment.
4. Unable to face and accept reality.
5. Unable to withstand frustration and disappointment without resorting to violent, aggressive and/or destructive behavior.
6. Engage in behavior injurious to themselves and others.
7. Possess, inject or inhale unprescribed narcotics and/or intoxicating substances.
8. Compel by force another's unwilling actions.
9. Sustained refusal to abide by imposed sanctions after intervention by Head Youth Service Workers.
10. Possess weapons.
11. Engage in riot.
12. Aggravated assault.
13. Burglery, robbery or arson.
14. Theft of an automobile/
- ~~15. Involvement in sexual activity.~~
15. AWOL by force or fear.
17. Property damage in excess of \$ 50.

These students present a potential threat of serious harm to themselves, to others and to property. There may be times when their loss of control necessitates the extreme action of removing them from the situation to a secure, limited and protected setting until they regain control.

3. POLICY: It is the policy of the Youth Center to provide differing levels of detention and seclusion which will insure students the least restrictive environment necessary for their proper care, custody and control during times of severe stress. The amount of restriction needed will relate directly to a student's behavior. The levels of detention and seclusion will protect the student from the potentially more dangerous consequences of continuing his acting out while providing him an opportunity to learn more appropriate methods of dealing with feelings, impulses, anxieties and frustrations. It will also protect other students and/or property in his immediate environment from being recipients of his actions.

THESE LEVELS ARE:

COOLOFF: Utilized for the students benefit and at his request. This may be used when he feels loss of control. It is also to be used before he has engaged in misbehavior in the cottage. Ivy staff will check the student in and counselling will begin and continue until the student feels he is again able to return to the open setting and function. This action carries no penalty to the student and should be the most utilized of the steps as it places the most responsibility on the student and allows him to verbalize his feeling and frustrations.

REQUEST FOR TRANSFER BY HEAD YOUTH SERVICE WORKERS:

This procedure will be utilized when a student has lost control or engaged in violent, destructive or aggressive behavior. (includes items listed in serious or major list)

This transfer should only be initiated after students Head Youth Service or Assistant Youth Service Worker has personally made every effort to resolve the problem. (O.D. on Holiday or weekend)

Emergency transfers will be exempt from this procedure.

On the next working day following transfer it will be necessary for Ivy Head Youth Service Worker and one member of the students treatment team to meet and discuss goals.

After 3 days in Ivy progress or lack of progress will be discussed with Youth Service Director and Program Director . Permission for extension of stay must be gained daily.

If no progress is visible following 7 days total from admission, it will be necessary for youth's coordinator, social worker, Head Youth Service Worker, DYS, Ivy HYSW and Program Director to meet and discuss direction needed or possibility of different setting.

HOLD FOR COURT, TRANSFER OR AWOL PREVENTION: OBSERVATION

In all the above items the student will be detained in Ivy on the highest step of his functioning until final disposition by court, transfer is completed or until any thoughts of an AWOL have been eliminated.

AWOL RETURNNEES: Students returning from a Type III or IV AWOL will return to Ivy and go through the ~~AWOL~~ program. This program is designed to take a minimum of four days. Time could be lengthened if behavior warrants. The AWOL program is specifically set up to allow the student to gradually earn his way back into the open setting.

The students progress is evaluated each morning by the Ivy Cottage Committee. This Committee consists of Ivy Head Youth Service Worker, Ivy School Teacher and the Youth Service Worker on Duty in Ivy. Criterion consists of log notations, staff observation, behavior, attitude and students cooperation with the program.

GENERAL PROGRAM

Step 1. Assignment to this step would be automatic. Determination as to Security room or single room with door open will be made according to the youths general state at admission, future AWOL risk, threat to himself or others.

The student would be placed in security only if he is in need of confinement or protection and only for the length of time deemed necessary. Permission for this measure must be gained from the Director of Youth Services, Program Director or Superintendent. A security sheet must be completed and loggings recorded no longer than each 30 minutes. When removed from security this sheet will be routed through YSD, Program Director and Superintendent and placed in the youths master file.

A student returning in control of himself would be placed in a single room with the door open. He would be allowed the use of books, puzzles or cards.

The criterion for his raise to step 2 would include controlling himself, accepting supervision, maintaining harmonious relationships with peers and staff and working on his problems.

Step 2

In most instances the youth would be placed on step 2 following his first 24 hours in Ivy. He must be meeting responsibilities of step 1.

Step 2 privileges will include attending school and recreation. He will assist with cottage details and may be allowed smoke breaks. He will remain in his room when not on program. He will be issued clothing.

Responsibilities for step 2 would be those included in step one plus working with teacher and recreation staff, remaining quietly in room when not on program, not abusing smoke break rules and working with staff on problems.

Step 3 This step allows the student to be out in the cottage at all times when not on regular program. He may now have smokes hourly and may watch TV or participate in cottage activities between 8AM and 9 PM. He is expected to be successfully handling all responsibilities and privileges of step 2 and working on the problems that resulted in the transfer.

Step 4 To achieve this step the youth is expected to be performing in all areas without problem or restriction, controlling his actions, accepting supervision, maintaining harmonious relations with peer and staff and working with all concerning his treatment program. He may not be transferred unless he is on step 4 and this step has no minimum or maximum time. This period will be used to work out the mechanics of his return to the open setting.

Added privileges to step 4 will include: May go to the basement with staff for pingpong or pool, May assist staff in canteen trips and trash details. (One staff and one student)

Smoke break for step 2

1. Before school in the morning.
2. Following morning class.
3. After noon tray.
4. Following afternoon class.
5. There will be 2 smoke breaks in the evening. These breaks will be set by the staff working and will fall at times when they are free to supervise the break.

SCHOOL RESTRICTIONS

A student on school restriction will remain in his room while class is in session and will not be allowed a smoke during this time.

STEP DROPS A student may be dropped only one step at a time. He must be told of the drop immediately and the reason for the drop.

If the problem persists more steps may be taken but he must be informed of each drop and the reason for the drop.

SMOKING Students are not allowed to smoke in the cottage except in the designated smoking areas and under staff supervision. They are not allowed to carry cigarettes, matches but may have upon request. Students may not loan, borrow, buy or accept smokes from others. Ivy staff members are requested not to purchase cigarettes for students. Infractions in smoking rules result in the loss of the next smoke break. Continuous infractions result in the loss of smoke privileges while in Ivy.

ALL STUDENT MEALS ARE TAKEN IN THE COTTAGE.

STUDENTS LEAVING IVY FOR MEDICAL, DENTAL OR OTHER APPOINTMENTS LEAVE ONLY AFTER PERMISSION HAS BEEN GIVEN BY HYSW, DYS, PROGRAM DIRECTOR OR SUPERINTENDENT. Cuffs will not be used unless absolutely necessary.

VISITATIONS FOR STUDENTS: When possible visitations can occur in the administration building. When not feasible visiting will occur in the cottage in designated areas. In an effort to cause as little confusion as possible in an already confusing situation it is requested that the cottage be notified of visits in advance and that they be limited to from 9 to 11 in the mornings and from 1 to 3 in the afternoons. These times ~~are the best~~ result in less confusion and disruption from already scheduled activities in the cottage.
Visitations in cottage limited to parents or adults.

Crisis Situations:

During a crisis situation Ivy Staff are to take what ever measures are deemed necessary at the time. These measures will be used for a student completely out of control, suicidal, psychopathic or a definate threat to himself or others.

The student is to be removed immediately from any area to Ivy Cottage by the gentlest method possible (This is the only instance in which a student may be brought into Ivy without prior arrangements).

As soon as the crisis has subsided calls must be made to all personnel so designated to inform them of the situation and to receive directions:

A. Crisis Seclusion:

This level of seclusion will provide immediate physical control of a student who fails to respond to the usual methods of verbal control. It may be used only to stop or control violent or assaultive behavior when that behavior poses a serious or immediate threat to persons or property in the students immediate enviorment. Treatment and management procedures coincide with Step 1 of the Ivy Program, Suicide precautions and/or restrictions limited to the use of Mechanical restraints.

B. Room Seclusion

Room seclusion is ~~the~~ considered withdrawal of a student from the mainstream of activities when such withdrawal provides control for the student who is a serious security risk or who poses imminent danger to the other students, staff or property. It may be used to prevent carrying out of a planned or threatened action, or the recurrence of a serious aggressive, assaultive or destructive act. Treatment and management procedures coincide with Step 1 of the Ivy Program.

REGULATIONS;

In order to ~~insure~~ the proper use of seclusion, the Youth Center has established the following regulations;

A.

If a student engages in violent, aggressive or destructive behavior and refuses to stop that behavior, he may be placed on Crisis Seclusion. All room furnishings except for a mattress and blanket will be removed. These items may also be removed if the student begins to abuse or destroy them, or if he uses them in any self destructive manner. Whenever possible, one or more staff members will remain with the student during the crisis period. If this is not possible, the door will be locked and he will be checked at intervals of fifteen minutes or less. Mechanical restraints, if needed, will be used in accordance with the policy on the Use of Restraints. When the students has regained control and has verbalized his intention of remaining in control even though he may remain angry and upset, he may be removed from Crisis Seclusion and placed on Room Seclusion. Room furnishings will be restored with his ability to handle them. This student will then follow Room Seclusion procedures.

B. If it becomes necessary to remove a student from the mainstream of activities to lessen the threat of his running away, or if he poses an imminent danger to the other students, staff or property, or, if he has engaged in a violent, aggressive or destructive act but has responded to staff's usual methods of control, yet he needs to be isolated temporarily from the situation to prevent recurrence of his behavior (he remains angry and/or upset), he may be placed on Room Seclusion. His door will be locked, Wheather or not room possessions will be removed from his room will be determined by the staff on duty. The student will not be required to participate in program activities, but will not be able to move up until he has done so.

C. Room Seclusion may be used for students who are on suicide precaution when there is not a sufficient number of staff available to provide one-to-one supervision. The room is to be thoroughly searched beforehand and all items which could be used to inflict bodily harm are to be removed. The student will be taken off Seclusion Status as soon as it becomes possible to provide one-to-one supervision.

ALL STUDENTS ON SUICIDE PRECAUTIONS WILL BE HANDLED IN ACCORDANCE WITH THE POLICY ON SUICIDE PRECAUTIONS.

PROCEDURES;

In all uses of seclusion, the following procedure will be followed:

A. Permission for seclusion use will be obtained in advance from the Youth Service Director, Program Director or Superintendent. (For a crisis situation) Notification will be made as soon as possible to Youth Service Director.

B. Except for students on Crisis Seclusion who must be checked at least every fifteen minutes, all other students on Seclusion Status are to be checked at least every thirty minutes. An individual log sheet is to be maintained on check times. Staff members checking the student and talking with him are to chart a brief summary of the discussion. They must initial the log sheet each entry. As soon as the student is out of seclusion, this log sheet is to be placed in the students master file after it has been routed to the Director of Youth Services, Program Director and the Superintendent.

C. A special incident report will be completed immediately by the staff member placing a student in seclusion. All staff involved in the incident are also required to complete their own written report of the incident. These reports will spell out in detail the incidents leading to the use of seclusion, the methods of control attempted before the student was placed there and the students response to those measures.

D.

Within 24 hours of the incident the Head Youth Service Worker and the Coordinator will review these reports. They will report, in writing, their impressions of the appropriateness of the measures used. They will then forward these reports through the Youth Service Director, Program Director and Superintendent to be placed in the Students master file.

E.

Each working day the students Coordinator will review with Ivy HYSW the status of the student in seclusion. A written report will be placed in the students individual file of their findings and the reasons for the continuation of seclusion if necessary.

REVIEW PROCEDURES:

A. When a student is still in Seclusion at the end of three working days, it will become the responsibility of the Program Director to intervene. A meeting will be set up within 24 hours to discuss alternate measures needed or the possibility of treatment program changes. If it is determined that Seclusion Status should be continued, specific behavioral objectives must be established which will allow the student to earn his way out.

B. If the student is unable to reach these objectives within seven days, it will be the responsibility of the Coordinator to within two working days set up a Program Review. This will re-determine his treatment program and the objectives to be met.

C. If a student feels he was unjustly placed in seclusion or is being unjustly retained there, he may in writing appeal for assistance in this matter from any staff member that he can verbalize with. This staff member will carry his appeal to a review board consisting of persons designated by the Program Director, HYSW or Superintendent. (Three persons). (These persons should not be from the students cottage or committee).

EMERGENCY PROCEDURES FOR IVY COTTAGE:

ANYTHING NOT NORMAL TO THE FUNCTIONING OF IVY COTTAGE IS TO BE IMMEDIATELY REPORTED TO THE HEAD YOUTH SERVICE WORKER OR THEIR ASSISTANT.

This could include the following:

1. A student out of control for more than 15 minutes.
2. Any accident.
3. Any illness.
4. Any legitimate student or staff threat.
5. Any instance of AWOL attempt or talk.
6. Any fight.
7. Any property damage.
8. ETC.

THERE IS TO BE NO EXCEPTION TO THIS RULE.

4
- 24 hr up
- 24 hr down
- 7 days
- Review
7

Behavior patterns that should be handled in the open area unless chronic.

PETTY INAPPROPRIATE

1. Willful disobedience of supervision.
2. Willfully disregarding cottage rules and regulations.
3. Problems of hygiene, housekeeping, schedules, dress or grooming.

UNACCEPTABLE:

1. Out of area.
2. Wrestling, scuffling or running in cottage.
3. Profane language.
4. Obscene gestures.
5. Breaking smoking rules or regulations.
6. Selling, trading and loaning of personal possessions.
7. Sexual activity with another person.
8. Sustained refusal to comply with written codes on hygiene, schedules, housekeeping, dress or grooming.

PETTY:

1. Attempted AWOL.
2. Theft, value under \$5.
3. Unauthorized use of another's property.
4. Illegal sexual activity.
5. Possession of non-weapon contraband.
6. Willful creation of health or safety hazard.
7. Refusal to attend school or sendbacks.
8. Tattooing.

THE FOLLOWING ARE INSTANCES OF POSSIBLE IMY CANDIDATES

SERIOUS:

1. Theft or destruction of property, value \$50. 7
35 350?
2. Assault without serious injury.
3. Engaging in ~~MASS~~ AWOL.
4. Possession of weapons.
5. Creating a fire hazard.
6. Possession, ingestion, inhalation of unprescribed narcotics and/or intoxicating substances.
7. Sustained refusal to abide by imposed sanctions or intervention of Head Youth Service Worker, or crisis team.
8. Following a Type 3 or 4 AWOL.
9. Strongarming or intimidating students.

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MAJOR:

1. AWOL by force or fear.
2. Theft or destruction of property , Value \$50.
3. Aggressive assault.
4. Robbery by force.
5. Participation in mass AWOL.
6. Starting a fire.
7. Forcing another student to participate in sexual act.
8. Theft of a motor vehicle.
9. Any offence in Serious class resulting in personal injury.
10. FOLLOWING TYPE 4 AWOL.

SUICIDE PRECAUTIONS

Definition: Suicide precautions are those measures taken by the staff at the Youth Center to prevent a student from taking his own life or from inflicting bodily harm on himself.

Rationale: There are students who are unable to cope with their underlying anxiety and tension or with the pressures of everyday living without resorting to violent, destructive behavior. In their desperate attempt to express their needs or to control and manipulate their environment, they may turn their aggression inward and become a potential danger to themselves. Because of their self-destructive tendencies, it is necessary to follow special precautions in working with them.

Policy: It is the policy of the institution when indicated the following procedures in order to:

- a. Preserve the life of the student
- b. Prevent him from injuring himself
- c. Provide him with help in controlling his self-destructive urges

Procedures: A student who has demonstrated self-destructive tendencies or who has threatened to harm himself requires special care, attention and protection. All threats to kill one's self are to be taken seriously and the following precautions are to be immediately instituted. These precautions will remain in effect until changed by the Program Director, Director of Youth Care Services, Clinical Coordinator working directly with the student.

A. During the day:

1. The student is to remain under the direct supervision of a staff member. He is not to be left alone at any time.
2. Any item which can be used to harm himself is to be taken from him. He is not to have shoes, belt, glasses, pens, comb or any item which has cords or drawstrings.
3. He is to be engaged in activities at all times. Do not put him to work with sharp instruments, poisonous substances or hot water.
4. Bathing and restroom privileges are to be closely supervised.
5. He will eat under the direct supervision of a staff member and will be allowed only plastic spoons.
6. All movement from one area to another is to be on a one-to-one basis.
7. He is not to be in any area that has not been thoroughly searched for objects that could be used to harm himself.
8. He is not to have unsupervised contacts with any other students.

B. During the night:

1. The student is to sleep in a "stripped" seclusion room or in plain sight of a supervisor.
2. In the seclusion room he may have a mattress and blanket. His clothing, except for his underwear, is to be taken out.
3. The light in his room will be left on and he is to be closely checked, at irregular intervals, every ten minutes.
4. If he sleeps in the presence of the staff he may have a mattress, sheets, pillow and blanket. He may have night clothing (PJ's) also.

NOTE: A severely depressed person rarely commits suicide; the danger period is when he appears to be getting better and more organized. Do not relax precautions because he seems better. Observation is more important in the early morning hours as the desire to die may be the most intense when the student awakes and thinks about facing another day.

Things to Observe:

- a. Be alert to the possibility of an impulsive act such as swallowing needles, pins, detergents, bleach, etc.
- b. Be alert to mood changes; i.e., restlessness, agitation, crying, etc., or any changes in behavioral patterns.
- c. Do not ignore threats. Do not argue about threats--listen. Take all threats seriously.
- d. Make all decisions for the student until he is capable of doing so by himself.
- e. Help the student to constructively express his feelings of aggression and hostility toward himself.
- f. Do not tell the student he is better. Wait for him to say it.
- g. Recognize, but do not re-enforce, inappropriate behavior.
- h. Although the student is the direct responsibility of one staff member, it is necessary that all staff observe the student at frequent intervals during the time these precautions are in effect.
- i. Be sure to check the student frequently for signs of bodily harm; he is not to wear long-sleeved garments.
- j. Record your observations and the comments of the student at frequent intervals and in detail.

NOTE: Remember a staff member is to be with the student during all of his waking hours. He is to be checked at irregular intervals, every ten minutes, during sleep. Be alert to mood changes and possibilities of impulsive actions. This kind of student is always an AWOL risk.

EMERGENCY PASSES

Emergency passes are granted to a student by his cottage committee when a serious emergency or crisis exists within his immediate family (e.g., father, mother, brother, sister, grandparents, or other relatives living within the family home are considered immediate family members). These emergencies usually involve serious illness, serious accidents, or death of an immediate family member. They may be granted to a student regardless of his level, provided appropriate supervision is available. In order to be eligible for this type of pass:

1. The social worker must have verified the emergency and the provision for adequate supervision.
2. The pass must have been approved by the cottage committee.
3. The pass must be approved by the Superintendent or the Program Director in his absence.

The cottage committee will determine the supervision and length of the pass, according to the circumstances. On occasion, the time due back on campus will be difficult to determine before the student leaves on an emergency pass, e.g., in the case of a death where funeral arrangements have not yet been made. However, a tentative time for return, or a definite time when the student is to telephone the Youth Center to set a return time, must be provided.

On weekends the Clinical OD has authority to approve an emergency pass, provided the Superintendent or Program Director cannot be reached. The Clinical OD will consult with the Social Work OD in verifying the emergency and the provision for adequate supervision. Transportation arrangements for an emergency pass are made in the same manner used to make arrangements for other home passes. The family may pick up the student, the family may send funds for bus fare or the student may use his own funds. If other arrangements need to be made, transportation must be approved by the Superintendent or the Program Director in his absence.

When a student returns from an emergency pass, he will usually have very strong feelings which he needs to work through. The cottage committee will make a special effort to have the student talk about his emergency pass and his feelings about the death, illness, or accident. Often the student will indicate that he doesn't want to talk about it. He needs to talk about it and continued efforts toward crisis counselling will be made.

To - Mr. Wilson, Dr. Kearns, Mr. Vigola

Date - May 4, 1979

From - Dr. Houston and Dr. Ray

RE - AWOL Frequency

FOR DISCUSSION AT CO-ORD. MTG. 5-9-79

The following are ideas for discussion at various meetings concerning the institutional problem of runaways. They are proposed to generate discussion on what measures might be taken to address this problem and to help us clarify and balance the interests of the individual, society and the institution.

- 1) An analysis of AWOL behavior at this institution would be helpful in formulating policy. AWOL'S are difficult to predict because they are situational but institutional procedures may well contribute to the problem.
- 2) The level system may be one of these institutional variables which contributed to the problem. The sheer number of levels (eight) makes it virtually impossible for staff to know which level a student is on and what privileges accrue to that level. With difficulty in level identification comes a greater ability for the student to manipulate the level system, exercising privileges which he has not earned. In this same vein, there is no clear differentiation, in terms of freedoms, between the lower and higher levels, hence lower level (higher risk) students in practice have as much on campus freedom and higher level students.
 - a) The level system could well be reduced to four levels with a general level. Each level would progressively offer more freedom to the student with the lowest (highest risk) level(s) having the greatest restriction.
 - b) Some method of level identification would enhance the enforcement and adherence to the level system by all institutional staff. This would allow all institutional staff to participate in supervision of the students. For example level 1 students could not go outside of the cottage without direct staff supervision then any staff seeing a student with the level 1 identification would know that that student is out of his area in violation of policy. As the system currently works staff from the home cottage often do not know what level a student is on and have no sense of and privilege differentiation by levels.
 - c) Lower level (s) could have a provision for staff escort whenever they go on the open campus.
- 3) There could be a sign out-in system in every cottage for all students matter what level. This would place the responsibility on the student to keep the staff informed of their whereabouts and take some load off the staff in having to remember who went where, when and for how long. The policy or when cottage doors are locked should also be reviewed.
- 4) Canteen money is a source of temptation both to gamble and to run away. Currently it is not viewed as a privilege to be earned. This means that any level student whether he has demonstrated ability to act responsibly or not can carry money and essentially do what he wishes with it. There is no clear environmental value towards the use and abuse of money.

5. In the smaller cottages the architectural facilities are not good for supervision and interaction with students. However, there are some things which could be done to enhance interaction and supervision by the staff.
 - a. the supervisor's desk could be moved from the visually inadequate office to a place in the living area where visual supervision is more feasible.
 - b. Staff could be trained in methods of interacting and the HCP's could supervise and encourage staff to be more involved with the students.
 - c. An analysis of the paper work done by CP'I's might help to identify work that is unnecessary or detracts from their supervisory duties.
6. Methods of delegating responsibilities could be taught to HCP's who seem to try to do all things and be all things to all persons. CP'I's currently are underutilized, undertrained and therefore not fully accountable for their activities. HCP supervision should be more managerial and less "parental" in nature. Delegation of authority by the HCP would enhance their capabilities for management and would give CP I's greater sense of responsibility for the cottage program.

BT

5/7/79 Psychology Meeting Notes

- AWOL frequency
- money - contingency - earned - responsibility
- motivation complex
 - A - expression of anger - sometimes towards staff
 - B - escape from stress
 - C - doesn't want to go home
- study occurrence of AWOLs
- teach peer responsibility for security of college
- * - progress along higher levels defined as ^{increased} peer responsibility
- * - consequences (non-punitive) for damage
 - 1) not always impulsive
 - 2) sometimes escape - w/ manipulation of transfer ^{in mind} (sometimes adaptive?)
- * develop improved AWOL report form
 - common denominator - stress - college non-static
 - more activity on weekend - (if weekend in middle)
- * - have week-end in middle of week
 - relieve pressure on weekend staff
 - pointing fingers on individual problems, system flawed; coord. responsibility to point these out -
 - staff control - main variable
 - phone ring as cue; territorial cur. reg. interaction

- * - classification scheme; factor analysis
 - setting up, ^{multifaceted} ~~contrasted~~ why provoke tests
 - above may contradictive sign-out period
 - instead more open discussion of ~~is it~~ an alternative among others
- weather, time, holiday, day of week, & season, staff on duty
- increase week-end activity
 - discuss before student council

MEMO

TO: Wilson, Kearns
FROM: Bill Vigola
DATE: June 14, 1979

Thinking about the AWOL figures I decided to check with the school about office referrals and sendbacks. This is over the same period of time (January 1, 1979 through June 14, 1979).

<u>AWOLS</u>		<u>OFFICE REFERRALS AND S.B.</u>
Cottonwood	12	56
Hickory	9	61
Redwood	4	9
Oak	3	13
Maple	3	
Sequoia	1	
Kansan	1	
Ivy	0	

Comparing the size of the cottages (per student population)
Cottonwood Cottage has had 3 times as many awols as Redwood Cottage.
They have also had 6 times as many office referrals and send backs.
Hickory Cottage has had 3 times as many awols as Oak Cottage.
They have also had 4 times as many office referrals and sendbacks.

AWOL VARIABLES - DATA SHEET

NAME _____ COTTAGE _____

LEVEL AT TIME OF AWOL: _____

LEVEL DROP IN LAST 30 DAYS _____ SPECIFY NUMBER OF DAYS: _____

STAGNATION (Number of plus weeks in last 10 weeks) _____

SEQUOIA STAGNATION (# of gains # possible - last 2 months) _____

MONTH _____ DAY _____ TIME _____

LOCATION AND ACTIVITY: _____

NUMBER OF PREVIOUS AWOLS: _____ ALONE OR WITH OTHERS _____

NUMBER OF OFFENSES: (Designate) _____

PREVIOUS JOYRIDING OR AUTO THEFT: _____

VIQ _____ PIQ _____ PIQ-VIQ _____

RECENT DISCIPLINARY ACTION (one Week) _____

ANTICIPATE DISCIPLINARY ACTION (one week) _____

PREVIOUS AWOL TALK _____

NUMBER OF STAFF ON DUTY _____

DRUG PROBLEMS (0,1,2) _____

FAMILY MOVES RESIDENCE SINCE YCAA COMMITMENT: _____

KIND OF FAMILY STRESS: None evident _____ Death _____ Illness _____

Divorce _____ Recent Move _____ Court or prison _____

Disturbing letter _____ No letters _____ No expected visit _____

Other(specify _____

PEER STRESS (0,1,2) _____

KIND OF PEER STRESS Sex _____ Drugs _____ Strong Arming _____

Peer AWOL Pressure _____

Other (Specify) _____

VARIABLES POTENTIALLY RELATED TO AWOLS

May 24, 1979

Listed below are some of the variables we have discussed as possibly relating to AWOLS. See if you can expand the list. Keep in mind that we need to be able to operationalize these measures so that they can be objectively measured, and so that they are amendable to a retrospective statistical study.

Level	Number of Previous AWOLS
Recent Level Drop	Significant Drug Problems
Other recent disciplinary action	Previous AWOL Talk
Time of day	Previous Auto Theft/joy riding
Day of week	Stagnation on level
Family moves residence	Number of staff on duty
Major family stress (death, divorce, illness)	Number of offenses
	Full Scale IQ
	Performance IQ minus Verbal IQ

Kirk has given me a list of questions which might be included in a prospective study. Consider how we might use these:

1. Why did you go AWOL? What were your reasons?
2. Did you plan your AWOL? If so, how?
3. How long did you think about it?
4. Did you tell anyone else about it? Why--why not?
5. How did you decide when to go?
6. How were you feeling at this time (angry, depressed, bored, etc.)?
7. Did you try to work through the problem with a staff member? If so, whom?
8. Did you prepare for possible difficulties "on the outside?" If so, how?
9. Did you expect to return to YCAA? If so, how long did you expect to be AWOL?
10. Did going AWOL help? If so, how?
11. Did you go AWOL before? Did it help?
12. How do you feel about your ITP at YCAA? Is it responsive to your needs?

vj

Please Per

cc: All staff
FROM: Terry Adams
TO: AVAL PERIOD

CONFIDENTIAL

DATE: 11/10/1979

The purpose of the individual needs of students returning from AWOL, this AWOL program has been instituted in the cottage on a trial basis. The program is set up in an effort to set some definite time limits on the stay in the cottage. These limits were set from one week to another. The criteria for determining the length was based on the student's behavior while in the cottage. The criteria was to get the student away, the student's attitude and general state upon return.

As the length of time is now set, in others it has not been set. In many instances other program areas are uncovered while the student is in Ivy and this has caused an extension of the AWOL program.

Therefore, the following AWOL program has been instituted on a trial basis:

1. A student returning from AWOL will be placed either in lockup or a single room, based on the facts at hand upon his arrival—his attitude to returning, his general state, his threat to himself and/or others, his previous AWOL's and antisocial acts while gone.
2. This student should be progressed from the first step into school, recreation, and cottage activities and possible return to the open cottage on the basis of daily log reports, staff observation, attitude and general state.
3. At the time Ivy Committee feels he is ready to return to the open unit, a meeting of all concerned with the student should be held. At this time all would be able to give input into the impending transfer or extended stay in Ivy.

It is hoped this new AWOL program will move students through as speedily as possible and will accommodate students' individual needs better. Suggestions on how we might further modify and improve the AWOL program would be greatly appreciated.

A W O L

Definition, Policy, Rules, Procedure, Rationale

I. DEFINITION:

AWOL (absent without official leave), sometimes referred to as "runaway" or "escape", is any absence of a student from the campus of YCAA without proper authorization by the staff of the institution.

Any student's unauthorized absence from the campus will be considered an AWOL, irrespective of the time it occurred, the place of its occurrence, the length of the absence, the reasons given for it or the circumstances under which it occurred. THE ONLY FACT THAT MUST BE ESTABLISHED TO OFFICIALLY RECORD A STUDENT AWOL IS VERIFICATION OF HIS ABSENCE FROM THE CAMPUS WITHOUT PROPER AUTHORIZATION FOR THAT ABSENCE. Included in this definition are instances of late returns or failure to return from authorized off-campus activities such as day passes, home passes, medical appointments, bus rides, recreational activities, etc. Instances of unforeseeable circumstances that might occasion a delay in returning (such as a car accident, hazardous road conditions, etc.) should be considered individually by a cottage committee who, after establishing the facts, may find a student not responsible for his delay in returning. In all instances, however, where it is physically possible for a student and/or his family to request permission for a delay in returning, and fail to do so, the absence will be considered an AWOL.

II. POLICY:

The Youth Center at Atchison considers an AWOL a serious act requiring an immediate and urgent response on the part of the institution. Such an act constitutes:

- A. A potential danger to both the student and to society.
- B. A serious interruption in the student's treatment program.
- C. A poor prognostic sign for the student's future adjustment both in the institution and after his release.
- D. A felony offense under Kansas law if done more than once.
- E. A serious public relations problem for the institution.

AWOL PROCEDURES

At the time of a student's admission or shortly thereafter, the Head Youth Worker and the social worker will explain and discuss with the student and his parents the Youth Center's policies, rules and procedures pertaining to AWOL's. If, upon admission, an individual student presents the background and psychological characteristics of a "persistent runaway," the program director may decide immediately to place him in Ivy Cottage in order to start the diagnostic and treatment work under conditions of greater structure. If this is not possible, or for other reasons it is not desirable, special intensive work on the underlying causes of runaways should be started immediately with the individual student, his family and the peer group in the cottage. Special supervision and precautions should be taken by the cottage staff.

The policy of considering an AWOL a serious act is reflected in the following DEFINITIONS, RULES AND PROCEDURES:

III. DEFINITIONS AND RULES

- A. A Type I AWOL is one in which the student leaves campus and voluntarily returns within four hours and does not commit any delinquent acts while AWOL. The consequences of a Type I AWOL are:
1. Cottage restriction during which the student will have one week free time restriction.
 2. Placement on same week of next lower level.
 3. 30-day off-campus restriction. (Medical emergencies excepted)
 4. 30-day home pass restriction.
 5. Loss of eligibility for Level II Reward Pass.
- B. A Type II AWOL is one in which the student is involuntarily returned or is gone more than four hours, but less than five days, and does not commit any delinquent acts while AWOL. More than one Type I AWOL is considered to be a Type II AWOL. The consequences of a Type II AWOL are:
1. Drop to Level I
 2. Cottage restriction for one week, followed by one week of free-time restriction.
 3. 30-day off-campus activity restriction
 4. 60-day home pass restriction
 5. Loss of eligibility for Level II Reward Pass.
 6. Loss of two weeks eligibility for Level 6 reward jump

- C. A Type III AWOL is one in which the student is gone five or more days. The second Type II AWOL will be considered a Type III AWOL. The consequences of a Type III AWOL are:
1. Placement in Ivy Cottage and loss of levels
 2. 60-day off-campus activity restriction
 3. 90-day home pass restriction
 4. Loss of eligibility for Level II Reward Pass.
 5. Loss of all eligibility for Level 6 jump.
- D. A Type IV AWOL is one in which the student commits a delinquent act while going AWOL or while on AWOL such as assaulting a staff member or stealing a car. A Type IV AWOL is considered the most serious type of AWOL. The consequences of a Type IV AWOL are:
1. Placement in Ivy Cottage and loss of levels.
 2. 60-day off-campus restriction.
 3. 90-day home pass restriction.
 4. Loss of eligibility for Level II Reward Pass.
 5. Loss of all eligibility for Level VI jump.
 6. Further consequences, such as placement in a long-term closed cottage, will be considered by the Program Director.
- E. If a student goes AWOL on the TRUST system, more weeks will be required to complete Level I at the rate of one week for a Type I AWOL, two weeks for a Type II AWOL, three weeks for a Type III AWOL, and four weeks for a Type IV AWOL. The increased time on Level I may be adjusted, up or down, by the Program Director, according to the progress of the student.

IV. PROCEDURES

When the Youth Service Worker on duty becomes aware that a student is not where he should be, he/she should immediately initiate a search to establish his whereabouts. If, after the search is completed, it is determined the student is absent from the campus without official authorization, he will be declared AWOL and the following procedures will be immediately initiated:

Weekday AWOL

1. If the AWOL occurs on a weekday between the hours of 8 AM and 5 PM the Youth Service Worker on duty in the cottage where the AWOL occurred makes one phone call to the switchboard operator and relays the relevant information (student's name, age, weight, height, skin color, hair color, eye color, description of clothing).

2. The switchboard operator then makes the following calls:
 - a. The police and sheriff, giving a physical description of student
 - b. The Director of Youth Services
 - c. The Supervising Youth Service Worker
 - d. The social worker assigned and the cottage coordinator
 - e. The Superintendent and the Program Director
 - f. Ivy Cottage

Weekday Evening AWOL

1. If the AWOL occurs on a weekday evening or night between the hours of 5 PM and 8 AM (except Friday), the Youth Service Worker on duty in the cottage where the AWOL occurred makes one phone call to Ivy Cottage and relays the relevant information (student's name, age, weight, height, skin color, hair color, eye color, description of clothing).
2. The Youth Service Worker on duty in Ivy Cottage then makes the following calls:
 - a. The police and sheriff, giving a physical description of the student (name, age, weight, height, skin color, hair color, eye color, description of clothing)
 - b. The Security Officer
 - c. The Director of Youth Services, Supervising Youth Service Worker, and social worker.
 - d. The Superintendent and the Program Director
3. The next working morning the Program Director notifies the Cottage Coordinator.

Weekend or Holiday AWOL

1. If the AWOL occurs on a weekend, that is, any time between 5 PM Friday and 8 AM Monday, the Youth Service Worker on duty in the cottage where the AWOL occurred makes one phone call to Ivy Cottage.
2. The Youth Service Worker on duty in Ivy Cottage then calls the following:
 - a. The police and sheriff, giving a physical description (student's name, age, weight, height, skin color, hair color, eye color, description of clothing).
 - b. The Security Officer
 - c. The Weekend OD person
 - d. Director of Youth Services
3. The Weekend OD then calls:
 - a. The Superintendent and Program Director
 - b. The social worker, and Supervising Youth Service Worker
4. The next working morning the Program Director notifies the Cottage Coordinator.

LEVEL SYSTEM REVIEW

The Level System was reviewed by Youth Center at Atchison psychologists weekly for a month in order that they might make suggestions for its possible revision. It was agreed upon that no recommendations for simple additions or deletions would be made at this time, but that some clarification of the overall purpose of the Level System is needed and would lend itself better to a critical assessment of its step by step structure.

The following observations were made and discussed:

1. Differing views exist about the general "working philosophy" or purpose to be served by the Level System:
 - A) One view is that the system is primarily for staff organization, convenience and consistency of objectives, in that it insures to some extent that certain modes of action occur with certain conditions. As such, it is accomplishing its purpose.
 - B) Others view the system as mainly a behavior control device. As such, it needs to include precise, well-defined objectives for improved student functioning. These objectives should be clear and easily understood by the students, free of ambiguity, and allowing a fair degree of predictability. Therapy needs should be defined separately and individually, with the goal of producing internal changes (values, attitudes), to coincide with levels.
2. Staff application of the Level System might vary somewhat depending upon differing interpretations.
 - a) Some may react to point sheets, etc., as a "guideline", making allowances for flexibility in making decisions about weeks. For example, when a discrepancy exists between an overall impression and actual recordings by staff, that impression might override the objective data.
 - b) Others might take a more or less strictly objective approach. A student would then be reasonably sure of what to expect based on his accumulated points on the point sheet. There would be consistency and predictability.
 - c) Within-cottage consistency in the application of the levels system is sometimes achieved at the expense of less uniformity among cottages. However, this seems to be a natural outcome considering the fact that cottage composition and "team (staff) personality" may vary considerably.
3. Implementation of the Levels System might be achieved better through a more thorough communication of expectations.
 - a) The criteria for advancement along levels might need to be better translated into terms easily understood by the students. It is suspected that for some, learning what behaviors and events result in pluses and minuses may take several weeks or months, and may occur largely through trial and error.
 - b) A system for orienting new students more thoroughly during the TRUST phase would help identify "slow learners" or those who have

difficulty catching on. For example, a student could be required to demonstrate basic knowledge of staff names and cottage rules. An oral test administered by staff would encourage a good relationship as well as provide for immediate feedback (corrections). Basic facts about levels, home passes, privileges could also be learned in this manner.

4. Certain problems in lack of motivation may arise with students who have extraordinary emotional problems.
 - ✓ a) For example, a student may not be motivated to work for a home pass, and home pass and release are the main motivators of the Levels system.
 - ✓ b) Some students have a lot of difficulty working for long-term goals. With these, within-day or within-week rewards would be very helpful in gradually shaping positive behavior pattern.
 - c) Daily points and weekly credit earned may need to be more directly paired with tangibles -- object rewards and/or privileges. A budget would be tremendously helpful, but some rearrangement of existing privileges might achieve this.
5. The meaning of the achievement of higher levels (5 and above) appears vague and is often lost by the student.
 - a) More recognition and clearly increasing responsibility should occur.
 - b) The system fails to discriminate well between a level reached through maintained good behavior, and the same level reached gradually through inconsistent behavior.

TO: MR. VIGOLA (D.C.C.S.)

DECEMBER 15, 1978

RE: RECOMMENDATIONS OF THE COMMITTEE TO REVIEW T.R.U.S.T. SYSTEM, LEVEL SYSTEM, AND DAILY POINT SHEET.

This committee discussed how we felt the level system should function to more efficiently meet the needs of the people who work with rehabilitating youth, and, the youth who it serves. Our feelings are that while the level system serves both as a tool to impliment treatment and as a method of measuring a youth's progress this committee unanimously agrees that the primary function of the level system is as a tool, used by the agency to impliment a planned course of treatment. With this attitude, this committee recommends these changes in the T.R.U.S.T. system, level system, and the daily point sheet.

Committee recommendations to improve the T.R.U.S.T. system are; on level T. the youth should be permitted to attend organized recreation when a cottage staff can escort him, for the purpose of OBSERVING to become familiar with procedures before he starts participating and to meet the director of recreation. YOUTH MAY NOT PARTICIPATE AT THIS TIME.

Level T.R.U.; permit the youth to participate in all organized recreation when accompanied by a cottage staff. Also at this time cottage staff will conduct a tour of the campus in an effort to meet the nurse, school principal, teachers, and administrative personnel.

A concern of this committee is that the T.R.U.S.T. system, at times takes too long; creating a lull in youths motivation, it is recommended that the T.R.U.S.T. system be limited to a period not to exceed 30 days. This should be easily accomplished with better coordination of school and psychological testing.

Contract set up at PP Conference

It is recommended that the full paragraph concerning self contained class rooms be deleted, since the school no longer has them.

- Committee recommendations for changes in the level system are; that the cottage committee be deligated the longitude to reinstate levels that have been accomplished by a youth when behavior and progress in the individual treatment plan meritt it, permitting cottage programs to respond to positive as well as negative behavior. For example; A youth on level 8 can be lowered to level 1 for fighting or smoking pot. We feel that some youth should not spend months recovering from a bad few minutes or a bad day if his behavior and progress advance faster than minimum time structure of levels he has at one time accomplished.

It is recommended that the minimum time on level 6 and 7 (which is 4 weeks) be switched to level 1 and 2. Minimum time on levels would then read; Level 1-4 weeks, Level 2-4 weeks, Level 3-3 weeks, Level 4-3 weeks, Level 5-3 weeks, Level 6-3 weeks, and Level 7-3 weeks.

It is recommended that the line #8 reading continue working on your I.T.P. should be a heading of each level.

Level 2: It is recommended that item #9 be changed to read "Special reward" if parent or parents have attended a meeting with the cottage committee or was present at the first program planning.

Level 3: It is recommended that the criteria (make up school work) be deleted from all levels. (Item #10 on level 3)

Level 4: It is recommended that item #11 be reworded to read, may assist staff in any area where needed.

Level 5: It is recommended that item #14 be deleted. Phone calls are no longer attached to the level system.

Level 6:

Level 7: It is recommended that item #17 be changed to read; Complete your plans for leaving Y.C.A.A. After the actual date and placement have been agreed upon by the youth and cottage committee you will be placed on level 8.

Level 8: It is recommended that no youth be placed on this level until all plans for home or placement are finalized. A youth would be on this level only from the time plans were finalized, to the time when he could leave Y.C.A.A. This level would be primarily for youth who are awaiting semester break to re-enter public school or placement in a group home which could not take him at that particular time.

It is also recommended that on level 8 there be: 1. Minimum supervision.
2. Spontaneous trips into the community need only be cleared by the Head Cottage Parent.

DAILY POINT SHEET .

So that the daily point sheet will better describe the behavior of the youth and also the individuals gains or lack of them towards individual goals, it is recommended by this committee that:

All cottages use a treatment contract on every youth and that the activities a youth is responsible for to reach the objectives of his Individual Treatment Contract be added to the point sheet so a daily observation of a youths progress or lack of it can be evaluated. This may also point out the need to change a contract that is obsolete or for some reason not working.

Add a block covering a full day labeled ATTITUDE for the specific use of the Head Cottage Parent.

c.c. Mr. Penny
Mr. Wilson
Mr. Schooler ✓

Committee Participants

Committee Chairman

B. Hodges, CPI, Oak
Gladys M. Roper
Peggy Roper
Gerry Schadle
Dana Grayson

Steve Jones
Cookie Vigola
George Ross
Larry Davis

June 22, 1979

SOCIAL SERVICE DEPARTMENT RECOMMENDATIONS FOR YOUTH CENTER AT ATCHISON
TREATMENT PROGRAM

Our view of the level system in treatment facilities involves providing a concrete gauge of a youths' performance and a system of rewards for responsibilities. The limitation of many level systems is the absence of individualized treatment programs that focus primarily on the unique problems of each student. The strength of the level system is that it provides consistent expectations of behavior and rewards for a varied population. The level system works well for institutional management of students' behavior. Our concern is that the level system does not deal specifically with students' problematic behavior in the community and the behavioral approach of the level system as treatment does not generalize to students' values, understanding of problems and behavior following release from an institution.

The social service department of the Youth Center at Atchison submits the following treatment program outline as an alternative to the level system which is presently used to determine youths' adjustment to the institution and their readiness to re-enter the community.

1. Orientation: Allowing the student opportunities to understand the need for intervention into his life.
2. Self-Understanding and control of behavior problems: Implementation of formalized treatment plans.
3. Community Re-Involvement: Greater emphasis on community exposure and students personal responsibility.
4. Community Re-Integration: Time to formalize actual release planning through visits with community support systems.

We see this as an alternative to the present level system. We see the 4 stages listed as a process in itself maintaining the general spirit of a level system. The specifics of our model needs input from all staff to complete the framework suggested.

This proposed system for student treatment programs is philosophically based on an achievement and growth model with a primary focus on internal change, ego strengthening and the development of new coping mechanisms in the community environment.

mt

MEMO

To - Social Workers, Coordinators

Date - July 13, 1979

From - Dr. Kearns

RE - Level System Recommendations

We have been discussing the present level system in coordinators meetings, and how it might be modified to better meet the needs of students, for the past several months. I have asked the Social Services Department to review the level system and make recommendations for change. I received a write-up from the Social Services Department dated June 22, 1979, which outlines some ideas. I have discussed this write-up with the coordinators this week. Several observations and suggestions were made:

1. The idea of collapsing the levels is a good one. Presently, there doesn't seem to be enough differences in the privileges and responsibilities from one level to the next, nor are there visible differences in goals and objectives. Making these differences more significant could be done in several ways, one of which would be to have fewer levels.
2. The attempt to provide a philosophical basis for the levels received strong support. How might this be done without getting into unresolvable philosophical argumentation, considering the differences in philosophy represented on the campus? What is the growth and achievement model?
3. In the four stage program presented, how do you assess the steps? What are the privileges, responsibilities, goals, and objectives for each stage? How does a student progress from one stage to the next?
4. It was felt generally that the four stage program presented needs to be worked out in much more detail and much more specifically. For example, regarding stage 3, what precisely is meant by "greater emphasis on community exposure and students personal responsibility." How would you do this, in practical terms? What is the rationale or theory for doing this?
5. It was felt generally that the Social Services Department could make a great contribution to modifying the level system by approaching the problem in looking at how the present level system interferes with social work objectives. Consider reviewing the present level system, step by step, and concentrating on those areas (e.g., passes, visitations) which directly effect social work services. How does the present level system tie your hands? What can be done about it in practical terms? Consider the management and treatment needs of the students, as well as their need to be re-integrated into a community.

We will be stepping-up our discussion of the level system in coordinators meeting. Perhaps a joint meeting with social services would be useful in the future. In the mean while, a written response would be appreciated.

mt

Student and Family Orientation to YCAA

The following are some notes on the discussions we have had in coordinator's meetings and some of my own ideas about the orientation of new students and families to YCAA. These notes are meant to stimulate thought. The back side of this paper is a work sheet where you can jot down some of your own ideas you would like to see in an orientation program. Attach additional sheets as needed.

There are two aspects to orientation. One is orientation of the new student and his family to YCAA, and the other is YCAA's orientation to the new student and family, i.e., the diagnostic work-up and family assessment. The orientation period includes approximately the first 30 days of a new student's stay at YCAA. Some of the objectives include decreasing anxieties of both parents and students, setting up expectations that the student will work to rehabilitate himself while here, expectations that the family will participate in this rehabilitation process, and to have the family and student meet the staff who will be working toward this goal.

First Day

Admissions are scheduled for Wednesdays at 1:00pm. The new student and family usually come with a P.O., and they meet first with the assigned social worker. Coffee should be made available to the parents and P.O. Sometimes they haven't eaten. Priority is given to feeding the boy; sometimes the family is asked to go down town and have their meal before the admission process. The main thing is to make the family and new student feel comfortable, reduce anxiety, answer initial questions, and establish rapport. When this is accomplished, the social worker begins gathering the social history. The nurse should be available to consult when specific medical problems are discussed.

SW - takes hgt. + wgt.
At about 2:00 the social worker calls the HCP and Psychologist and the whole group meets together for a time. Then the HCP and perhaps the psychologist take the boy to the cottage, perhaps taking a small tour or pointing out points of interest on the way to the cottage. The social worker continues meeting with the family, gathering information, and noting changes in the family system with the boy's absence. The social worker wraps up the interview, gives the parents an information packet, and sets an appointment for the planning conference. The social worker then takes the parents to the cottage, perhaps taking a small tour on the way.

The social worker introduces the parents to the staff on duty, and all have a short tour of the cottage. This ends in the boy's assigned room. The boy has had his room assigned, clothing is checked in and marked, belongings checked, and a list of needed clothing made. Good-byes are then made, or when appropriate, made in the administration building.

When the boy returns to the cottage, he completes the admission procedures and is given an information packet containing such things as: 1. an outline of daily activities during the orientation period, the purpose of YCAA, names and roles of staff and administrative personnel, campus rules, cottage rules, school rules, a copy of the level system, and appeals procedures. He is assigned a "big brother" or "Official friend" who is a boy elected from the student group. He is an upper level student and hopefully a good role model who will assist in orienting the boy, answer questions, introduce him to peers, accompany him to canteen, etc.

First Week

Thurs.
The social worker sends a memo by Monday to all concerned announcing the program planning date so that all areas are able to plan the assessment process. During the first week, the student is restricted to the cottage except when escorted by staff or his "official friend" outside of the cottage. He is restricted until he learns the information given him in the info packet. Staff and official friend assist him in learning the material, and he demonstrates knowledge of the material to staff. He should be off cottage restriction by Monday. On Monday the new student makes a trip to the administration building to establish a bank account and meet the superintendent, program director, and director of child care services. Monday afternoon the new student meets with the nurse who takes height, weight, etc., and

all end

assesses medical and dental needs.

On Tuesday the new student begins school in the self-contained classroom at Bert Nash. He remains in this class until his program planning. He carries three hours classes in subjects determined by the teacher's initial assessment of needs. The student will probably begin with his psychological testing and/or school testing on Tuesday. Also on Tuesday he meets with the school principal.

On Wednesday the student meets with the director of recreation who discusses with the student the recreation program and plans his recreation evaluation process. The student continues with school in the self-contained classroom, psychological testing, and school testing.

Sometime during the first week (probably Monday) the student is assigned his cottage detail. He also begins to write his autobiography and he is assisted in this by cottage staff and/or the psychologist. An outline for his autobiography is provided. He is to be finished with his autobiography by Monday of the second week. The autobiography goes into the possession of the psychologist who uses it as part of the data for the psychological evaluation, and who shares his impressions with the committee. Also during the first week the student is taken for a physical examination by a physician.

Second Week

The student turns in his autobiography Monday and is given another writing assignment. This week he is to write a description and history of the problems he has had in school (behavioral and academic), problems he has had within his family, personal problems, and problems in the area of antisocial behavior and encounters with the law. He is provided with an outline and is assisted, as needed, by the cottage staff and/or the psychologist. And/or the social worker.

The student continues with psychological testing and school testing. He takes on another hour of class in the self contained classroom (to four hours).

Third Week

On Monday the student turns in his second week writing assignment on his problems. He is given a new assignment for the third week. He is to attempt to integrate the previous weeks paper into a statement of the interrelationship of his problems or perhaps the core problems. The second part of the third week paper is a statement of how he is going to solve these problems, how YCAA can help, and what sort of recommendations on the program planning does he feel would help him with his problems. This third week paper is really the student's version of a program plan summary and recommendations. The psychologist assist a great deal in his third week paper by giving the student feedback on his psychological testing, and discussing with the student what programs at YCAA may help him with his problems and what program planning recommendations might be considered. The psychologist assists the student in understanding himself and forming a treatment plan.

Forth Week

Monday of the forth week the students third week paper is due. Also due are at least rough drafts from all areas (Recreation, Nursing, Social Work, Cottage, Psychology) of the different areas assessments and recommendations for the student. The coordinator collects all these papers and prepares for the program planning conference which has been schedule sometime during the forth week.

The student takes on a fifth hour of class load this week. He participates in his program planning conference. He has a supervised visit with his parents when they come for the program planning conference. Parents and student are called in at the end of the conference and the results are discussed with them. The emphasis is planed on eliciting cooperation and participation in the treatment.

LEVEL SYSTEM COMMITTEE NOTES

February 12, 1980

Next Meeting time:
February 20 - 10 AM

Goals:

1. More flexibility in individualizing treatment planning.
2. More competency-based approach to treatment.
3. A level system that allows for a maximizing of individualization for all possible contingencies.
4. Behavior management system which is positive in orientation.
5. A system which is simple in application.
6. Try to identify care of behaviors for a checklist.

Conclusions & Action for Next Week

Dr. Kearns will announce our committee Monday, February 18, during Communication Meeting.

Charlotte has constructed a questionnaire and will distribute with a deadline of February 25 for response.

Committee members will gather any forms or materials that would give us some ideas on how to individualize and target behaviors. Mike will get a copy of the Sequoia level system.

Darrel passed out a "Proposed Principles for Treatment at YCAA" for discussion later. All Committee members will get a copy of the previous level system recommendations.

vj

Attending: Dr. Houston, Mr. Penny, Mr. Juenke, Dr. Ray
Absent: Mr. Schooler

LEVEL SYSTEM REVIEW COMMITTEE
February 27, 1980

Read the minutes of last meeting. Discussed the goals set forth and added as one of the goals to include more positive incentive.

1. Need to differentiate by offense or the chronicity.
2. Review system in place before any major development IE passes and release
3. Treatment plan must start where the student is, re. flexibility to prime student
4. Sequoia level system use as a tool
5. Minimum time for a program and optimum time for level system
6. Kids that don't make progress

vj

cc: Kearns, Ray, Penny, Schooler, Houston, Juencke

TORNADO SAFETY PROCEDURE

Due to the frequent severe weather conditions in our area, it is felt necessary to issue instructions to govern conduct on campus should a tornado alert be sounded. To fully acquaint boy and staff with the procedure, practice drills will be held from time to time.

Three general types of alerts are used by the weather bureau. They are

A. SEVERE WEATHER WATCH: The likelihood of thunderstorms or severe thunderstorms forming that will produce strong winds, rain, and possibly hail.

B. TORNADO WATCH: There is the likelihood of tornado producing clouds forming or have formed in the area.

C. TORNADO WARNING: When a tornado has been sighted and confirmed in the area.

1. When a SEVERE WEATHER WATCH or a TORNADO WATCH is issued in our immediate area, cottage personnel and others having radios should tune them to local radio (KARE 1470) or TV stations so as to receive further bulletins promptly.
2. When a TORNADO WARNING is issued for our area, the siren on campus will blow three long wailing siren blasts and all staff and students must take cover.
3. The switchboard (8 am to 5 pm weekdays) will call all areas to make sure they heard the siren. Telephone calls will be held to a minimum so lines will be open for essential calls. Switchboard calling cannot be used during the evenings and nights when the switchboard is shut down.
4. We will use the night time switchboard hookup after 5 pm on weekends and holidays. The phone stations will be the superintendent's office phone (367-6297) and the Ivy phone (367-6590).
5. A Communication Center will be established in the lower hallway in Sequoia Cottage. Persons on campus needing emergency supplies or assistance will dial the Communication Center at 367-6595.

STAFF RESPONSIBILITIES:

Immediately upon the sounding of a TORNADO WARNING, by radio or by siren, all classwork, administration building, dietary, recreation, and maintenance assignments will cease. Staff will proceed at once to move boys and themselves to shelter as outlined in this bulletin. When there is sufficient warning, turn off all electrical and gas appliances.

Hopefully, sufficient warning will be given so all boys may be in their respective cottages. Staff members working on cottage committees and others working especially with a given cottage group of boys should also go to the cottage for shelter and to assist cottage personnel when needed.

If sufficient warning is not available to return to the cottages, each staff member will be responsible for assisting the boys under his/her supervision to take suitable cover in that area.

As soon as possible after everyone has taken cover the person in charge of each area will call the Communications Center at 367-6595 and report what boys and staff are there. Also if any boys that should be there are missing, this fact should be reported.

If a tornado or severe winds appear to be imminent, all boys and staff will assume a safe posture: SIT DOWN WITH BACK AGAINST WALL, KNEES UP, PLACE HEAD BETWEEN KNEES AND PLACE ARMS OVER HEAD.

SHELTER AREAS:

If there is sufficient warning, shelter will be taken in the cottages, or in Bert Nash Jr. High School when classes are in session. If not, shelter will be taken in other areas. The general rule is to stay inside away from windows, remain near an inside wall on the lower floors when possible and remain calm. The swimming pool, administration building and frame buildings will not be used as shelter.

COTTONWOOD: Entering from inside stairway, north inside basement wall

REDWOOD: Entering from inside stairway, north inside basement wall

OAK: Basement hallway

HICKORY: Basement hallway

IVY: Inside west wall at basement steps

MAPLE: Inside west wall at basement steps

SAN: East and north basement walls

SEQUOIA: Lower hallway

Maintenance staff: Use Oak shelter area

Dining Room and Storeroom: Use Oak or Redwood shelter area

Administration Building Staff: Use Redwood shelter area

Staff Housing: Use Sequoia shelter area

POLICY STATEMENT

1200g Records
7
June 19, 1979

TO: Cottage Staff, Division Heads

FROM: Lawrence D. Penny

Re: THE USE OF FORCE IN DEALING WITH THE YOUTH IN OUR CARE

One of the concerns that appeared to be uppermost in the minds of many persons in our June 5 meeting with cottage staff was the amount of "force" staff can use in the control of youth who are upset and/or in an aggressive stance. I think a very simple statement will suffice -- a staff member may use as much force as is necessary to control a youth and to protect him/herself from physical injury in the process. However, unless a life-threatening situation exists between a student and a staff member in which no other alternative is immediately available, employees are not permitted to strike a student with any object, including their hands. It must be recognized by all employees at the time of their employment that youth admitted to the Youth Center may be aggressive at times. This is a response many of these youth have learned over the years to deal with the stresses that have confronted them. One of our tasks is to teach them to resolve problems without resorting to force, threats or aggression. This is an impossible task if we permit staff to use aggression against them. The act of striking a youth for actions he has committed, or is in the act of committing is both legally and ethically wrong. It has no place in the custody and treatment of youth here at the Youth Center and is, therefore, a forbidden practice. Such an act tends to alienate youth from the desired goals of the institution; that is, to develop positive relationships that assist youth to achieve control, to develop insight and to act responsibly. Striking out at them only further strengthens their justification, and makes them more apt to redress grievances by continuing to resort to violent, destructive and/or retaliatory behavior.

I am well aware when policy statements such as these are issued, staff of institutions such as ours may become quite anxious and concerned about maintaining control of abusive students or students temporarily out of control. I can assure you, however, this does not pose as many difficulties as it may seem. In all instances of aggression, employees have the right to protect themselves from attack. They must also control the severe acting out of students. All that is asked is for staff to limit the amount of physical force they use to the degree

necessary to bring the student under control. As long as they act within these constraints, they have no great reason to be concerned about administrative action. It is better to call for help -- delaying action if necessary -- than to aggressively strike out at a student who is temporarily out of control. The action of choice -- always -- is to restrain the youth until help arrives or until he regains control and responds to you verbally.

One of the problems we have observed in staff is their tendency to wait too long to apply proper limits to youths' behavior or to divert the student's energies into constructive activity. If problems are allowed to develop to the point the student loses control, what then can he do but lash out, forcing staff to intervene? The youth in our custody often come to us with few inner controls. Their tensions build rapidly. Unless we divert their energy into constructive channels, these tensions erupt into aggressive behavior. Dr. Cotter Hirschberg of the Menninger Foundation has commented about the children we work with: "... these children need a setting with external controls and supportive routines (to) protect them. They need to be accepted; they need permissiveness within a framework that limits them in a kindly way yet protects them firmly in a non-aggressive fashion. Obviously, such a setting (an institution) needs to have the kind of staff who can absorb the angers, aggressions and hostilities of these children and help them neutralize such feelings".

The best way to protect our employees from allegations of improper care and treatment of students is for them to prepare, in all instances, a written report on the SPECIAL INCIDENT REPORT form whenever there is a serious instance of student misconduct or any incident between a student and a staff member that may have serious medical-legal-administrative consequences or that endangers the safety or well-being of any student or staff member. These report forms are in every cottage and they state: "All instances where physical contact was established between the student and staff member or where any unusual control measure was employed in handling the incident, must be reported". These reports protect both the staff's rights as well as their responsibilities in dealing with students. Bear in mind that these reports will be reviewed by the administration and no employee will be subjected to disciplinary action until all the facts are in and reviewed by the Program Director and the Assistant Superintendent. No disciplinary

action will be taken unless a determination is made that the staff member has acted in an inappropriate, irresponsible manner and to the detriment of the student involved.

We have taken the position, as every institution must, that abusive treatment of the youth we work with must be strictly prohibited. This includes all forms of abusive treatment, whether physical or mental. To take a lesser position would only open the door to charges of assault or battery under Kansas statutes if a student, his parents or any other concerned party wants to file such charges against us. Assault and battery are defined in the law as follows:

K.S.A. 21-3808. Assault. An assault is an intentional threat or attempt to do bodily harm to another coupled with apparent ability and resulting in immediate apprehension of bodily harm. No bodily contact is necessary.

K.S.A. 21-3412. Battery. Battery is the unlawful, intentional touching or application of force to the person of another, when done in a rude, insolent or angry manner.

In summary, we state again that striking a youth in our care, whether we are in the mistaken belief that it is necessary to control him or whether it is an outright act of retaliation, is a forbidden act, and must be dealt with as such. I believe we can agree on this point. If so, then I further believe we can achieve the goals Dr. Hirschberg has outlined: "... (the meaning and purpose of an institution) is to arrange life sensibly for those children whose life has not been sensible; to bring order to those children whose life has not had order. Its purpose is to bring organization, form, meaning, and some clear identity to those children whose lives have not been organized in steady, stable, consistent patterns. Through its child care personnel, positive identification figures are offered to the children who have not been able to absorb any steady, clear reflection of images from adults, images which gradually would enable them to form and discern a clear recognizable image of themselves. Except for the relatively few children who are so personally incapacitated physically or mentally that they can never be cared for in a normal community, the goal of institutional care lies in helping every child possible to be able to make a satisfactory adjustment in his family and community life. A period of special care in an institution may thus be the means toward achievement of this end with many of our children."

TO: Mr. Wilson

FROM: Terry Kearns

RE: Volunteer Program Development

MEMORANDUM

DATE: March 1, 1979

I met with Ellen Cameron on February 27, 1979, regarding several matters including the current status of the Volunteer Program which she was working on developing. I asked Mrs. Cameron to give me the details of what had been discussed thus far, and what the plans were for the future. Mrs. Cameron informed me that there had been two meetings thus far. The first meeting occurred on 2-22-79 and involved the Benedict Sociology Club Members who were interested (approximately 16 in number), Mr. Wilson, Mrs. Cameron, Mr. Davis, and Ms. Kennedy.

At that meeting general issues were discussed such as the nature of the YCAA program, campus rules and policies, and possible activities which the Benedictine students might involve themselves with the YCAA students. The second meeting occurred on 2-26-79 and involved the Benedictine student volunteers, Mrs. Cameron and Ms. Kennedy (YCAA social worker). During this second meeting, possible volunteer activities were discussed in more detail and the Benedictine students then went into Oak and Redwood Cottages to meet with some of the boys and to familiarize themselves further with the YCAA program.

I became somewhat concerned at this point as it appeared that the development of the volunteer program may be occurring too rapidly and without adequate communication with all YCAA staff involved, particularly the cottage staff. I cautioned Mrs. Cameron about some of the pitfalls in volunteer programs and expressed my view that in order to have a successful volunteer program, we needed to proceed slowly and cautiously, making certain that good communication was maintained with all YCAA staff. At this point Mrs. Cameron stated that she would give it one more try and meet once more with the volunteers. I immediately stated that I believed that she had misunderstood me, that I wanted her to continue to develop the volunteer program, but that I was simply cautioning her about certain pitfalls, viz., the necessity for careful planning and communication.

Mrs. Cameron then said that I was simply speaking for the "dominant force" on the YCAA campus (referring to the DCCS, Mr. Vigola), and she continued to speak very pessimistically about being able to work out problems and having a successful volunteer program. I told Mrs. Cameron that I thought it was very important that she attempt to overcome personal feelings she may have toward Mr. Vigola and she work in a professional manner and keep the objectives of the potential benefit to the students in mind.

I told Mrs. Cameron that perhaps one of the greatest benefits that could come from the volunteer program would be improved working relationships between the social work division and the youth care division. At about this time Mrs. Cameron said she had to leave in order to pick up her son. We agreed to continue our discussion the next day.

After this meeting with Mrs. Cameron, I became very concerned that Mrs. Cameron was going to sabotage her own program and place the blame on Mr. Vigola. Several factors led me to this concern. I was aware that there was a long standing and very emotional conflict between Mr. Vigola and Mrs. Cameron and that Mrs. Cameron frequently complained that Mr. Vigola and the Youth Care staff had too much power. I was very surprised with Mrs. Cameron's grossly misinterpreting my cautioning her to plan carefully and communicate with all concerned as meaning that she should think about abandoning the volunteer program. Furthermore, she did not seem to respond in our meeting when I attempted to clarify my position as supporting her efforts to develop a volunteer program, but simply recommending care and caution. I was very troubled about this matter and I therefore expressed my concern to Mr. Wilson in that same afternoon (2-27-79).

The morning of February 28, 1979, I went to Mrs. Cameron's office and asked her if she would share with the coordinators at the Coordinator's meeting that morning the status of the volunteer program. Mrs. Cameron said yes she would, "I'm resigning." I said "What?" She said she was resigning her role in coordinating efforts to develop the volunteer program. I asked her if she was serious and she said that she was. I broke off our meeting at this point as it was time to begin the Coordinator's meeting. I stopped briefly at Mr. Wilson's office and told him of what had transpired that morning between myself and Mrs. Cameron.

At the beginning of the Coordinator's meeting Mr. Mercer informed me that Mrs. Cameron was meeting with Mr. Wilson and so I began the meeting. When I asked the coordinators if there was anything to be put on our agenda, Dr. Houston stated that she was anxious to hear more about the plans for the volunteer program. I said that I could not say too much about it as presently plans were in flux (at that time I still believed that Mrs. Cameron had just "resigned" her leadership role in developing the volunteer program). I told the coordinators that when Mrs. Cameron arrived perhaps she would be able to fill us in on current planning.

When Mrs. Cameron did arrive, I invited her to share with the group the current status of the volunteer program. Mrs. Cameron gave the group some general information about the program. In general the coordinators were very supportive of her efforts. Dr. Houston expressed her feeling that a volunteer program could greatly benefit the students. Dr. Ray stated that he felt it could improve YCAA/community relationships and added that he had considerable experience working with volunteers and could supply Mrs. Cameron with written material on supervision of volunteers. Toward the end of the meeting Mrs. Cameron stated that she didn't understand why everyone was so concerned about volunteers getting proper supervision when no one was concerned about cottage staff getting training or supervision. I felt this remark was an attack on Mr. Vigola, and that it was meant to provoke him. Fortunately, Mr. Vigola did not react in the meeting, but afterwards he expressed his deep resentment and anger toward Mrs. Cameron for making such remarks.

cc: Mr. Penny

To - Mr. Wilson

Date - February 3, 1979

From - Ellen Cameron

RE - Sociology Club
Benedictine College
Volunteer Services

Jeannie Taylor, President, Benedictine Sociology Club has been in contact with me concerning the club and their desire to establish a volunteer program. The club members are interested in providing services for some of the youth at the Center. The members perceive the "big/brother/sister" concept as a model for their volunteer program. If approval is given the club they will need to refine their role.

It is estimated 15 students will be actively interested in the volunteer service program of the Club (Their club has other "special interest" groups.)

In the initial stages, the club has given consideration to the following guidelines:

1. Each college student would be assigned a YCAA student based on mutual interests and needs.
2. The college students would provide 1 hour (at a stated time) of one-to-one contact. (teach games - play games - rap sessions etc.)
3. Students who are eligible to leave campus would be grouped for a planned activity off campus (movie, bowling, Pizza Hut, college-sponsored sports events, etc.)
4. The students would probably come on a Monday evening (6:30 -7:30). They preferred early in the week.

All off-campus activities would be submitted to administration for approval.

The club would cease active program at close of semester. If the YCAA approves the proposal, the program would be managed through Social Service department in cooperation with the respective cottage committees.

An orientation would be given by the social service workers dealing with the entire gamut of volunteers and public agencies. The emphasis would be placed on adolescents who are institutionalized.

The club sponsor, Sister Julia would assist in the program.

The Youth Center boys enjoyed having the Benedictine girls out for disco dance classes first semester.

I feel the entire center program would profit from having community participation. Individual youths would have exposure to people other than paid staff.

Will the administration support such a program for the second semester?

I told Jeannie Taylor I would call her the middle of the week to let her know the administrations decision. I will be absent Monday and Tuesday.

mt

c.c. Dr. Kearns /

*Gregory - Sister Julia to be
Child on 2/6/79*

TO - All Cottages - Recreation, Nurse, Program Director, DCCS, Dietary
Maintenance

3/5/79

RE - Volunteer Program

From - Mr. Wilson, Mrs. Cameron

We are very pleased to share with you the good news that the Youth Center has the privilege of participating in a volunteer program. The Sociology Club of Benedictine College sponsors several service projects. As one of the projects, 16 college students (mostly juniors and seniors) chose to provide an hour per week to a student at the Youth Center at Atchison. The activity which they will share with the youth will be decided upon after the volunteers complete their orientation.

The students have met twice with Youth Center social workers. At the first meeting Mr. Wilson shared information, answered questions etc. The students will come for the third orientation session on Monday March 5, 1979. Dr. Ray, Dr. Houston, with the assistance of staff, youth and social workers will present a program of instruction for the club volunteers. Dr. Ray has had valuable experience in this area.

Due to the number of volunteers at this time, they will be working only in the 4 open cottages. The social worker will be working with the cottage committee to set up the program for their respective cottages.

Generally, the volunteers will be on campus on Monday evenings from 6:30-7:30 PM. As individual needs are identified, a volunteer may be providing service at another time. The cottage committee will be involved in all volunteer planning for their cottage.

We are excited about the college students interest and enthusiasm. If you have ideas or need you wish to share, please do so.

For the volunteer's service to be meaningful to a youth, we are asking for your support and cooperation.

Thank you.

mt

TO - Mr. Wilson, Kearns, Vigola
All Cottages,
Recreation Department, School

RE: VOLUNTEERS

Date - Sept. 24, 1979

From - Social Service Department

Voluntarism is a typical American characteristic that has helped to change and shape the lives of many Americans. Volunteers have been particularly effective with their intervention in the lives of Juvenile offenders confined to institutions.

A recent survey estimates that 37 million people in the United States (above the age of 13) are engaged in volunteer work. Volunteer work can not replace the effort of dedicated paid employees. It compliments their efforts! Often the "informal relationship" between the volunteer and the youth demonstrates in practice the theory being taught by the Youth Center staff!

The Youth Center at Atchison is happy to welcome the return of the Sociology Club, Benedictine College in their offering of volunteer services. The students will be on campus each Monday evening for 1 hour (6:30 PM to 7:30 PM) to work with our youth. In part, the volunteers are valuable in helping to bridge the gap between the Center treatment program and the larger community to which most of our youth will be returning.

Jeannie Taylor, President of the Sociology Club, Benedictine College will coordinate the volunteer services and will work directly with the social service department. Jeannie, with the assistance of Dr. Burkhart and Sister Julie, provide the knowledge base of the role of the volunteer.

Club members who were not volunteers last spring were on campus 9-17-79 for the beginning of their orientation program. They will continue the orientation Monday evening, 9-24-79. Some club members returning for the 2nd. year began direct work with the youths last Monday.

The social worker who is assigned to a cottage will be responsible for volunteer services in the cottage. In discussing the program/cottage with the staff it has been decided to utilize volunteers as a group in Hickory and Cottonwood Cottages. Oak and Redwood students will have a more individualized approach. This format may be changed. We hope to be aware of the youth's needs and how they most appropriately and beneficially be met as changes occur. The social workers invite the cottage staff to note observations and present ideas of how to improve services concerning the volunteers.

Thank you, cottage staff for your work in making voluntarism an important component of the treatment program.

nt

RECREATION PRACTICUM STUDENT PROGRAM DESCRIPTION

Benedictine students who have completed at least two courses in recreation are permitted to register for a two-credit hour practicum. One to three of these students will be assigned to the Youth Center at Atchison as the site for their practicum training. The supervision and coordination of the practicum student program will be done by the YCAA recreation department.

Practicum students will be scheduled to work two hours per week on the YCAA campus. The scheduling will be worked out on an individual basis, depending on the student's availability, and the needs of the YCAA recreation program. Practicum students receive two hours class credit from Benedictine after successfully completing 30 hours of work with the YCAA recreation staff. The practicum students will be working mostly in the evenings, during weekends, and on rotating holidays.

The duties of the practicum student are mainly to assist the recreation staff on duty. He may correct YCAA students directly after two weeks of orientation and training, or more, as determined by the recreation staff and Director of Recreation. When working directly with YCAA students, the practicum student will be supervised 100% of the time by the Recreational staff on duty. He can write reports concerning as a situation, a behavior problem, an accident, or other routine reports normally done by YCAA staff. Official reports of these kind must be countersigned by YCAA recreation staff. Practicum students will spend a portion of their time in indirect service, for example, taking inventories, repairing equipment such as bicycles, roller skates, and fishing poles. When rendering such indirect service, the practicum student need not be supervised 100% of the time by YCAA recreational staff.

Practicum students will be evaluated every 30 days and this will be documented by using an Employee Progress Report. The Employee Progress Reports will be forwarded to the Benedictine course instructor. The course instructor will meet weekly in supervisory meetings with the practicum students. The course instructor will also make occasional direct observations of the practicum students while they are at work on the YCAA campus. The course instructor and the Director of Recreation will closely work together in monitoring the program and supervising the practicum students.

During the current semester, Tom Judge will be the Benedictine instructor conducting this course. He may be reached at 367-5340. Three students have signed up for the course this semester: Regina Wells, Barbara Diblasi, Therese Stuev.

vj
2-12-80

APPEALS PROCEDURE

10

PURPOSE OF AN APPEALS PROCEDURE: To provide a vehicle by which due process for students may be accomplished within the institution.

DEFINITION OF DUE PROCESS: The concept of "due process" is based upon the 5th amendment of the U. S. constitution which provides that "nor (Shall any person) be deprived of life, liberty, or property, without due process of law; " and is supported by similar language in the 14th amendment.

RATIONALE FOR INSTITUTIONS: Within institutions there is no single party the child may turn to for protection or help. ^{in presenting his point of view} Parents serve this function in the community but cannot effectively help the child when he is out of their custody. Nevertheless, the child as a citizen, has been found by the courts to have the right to due process protection. That ^{is} protection from arbitrary and/or meaningless applicatiⁿis of institutional policy.

DEFINITION OF ADVOCATE: An advocate is a staff member chosen by the student or appointed by the Superintendent or Program Director ^{who} ~~and~~ is charged with seeing that a child is given proper due process protection ^{by way of} ~~and~~ ^{guaranteeing a fair hearing for the student.}

DEFINITION OF FAIR HEARING: A fair hearing is one in which three or more reasonably impartial persons hear a case giving the student ample opportunity to express himself, question witnesses and make alternative recommendations. It also includes the opportunity for the student to present evidence in his favor and be apprised of evidence against him. The term Fair Hearing has nothing to do with the actual decision of the committee, only with the process.

CRITERIA FOR APPEAL: A student may appeal any decision by a staff member or committee which has had or will have the net effect of depriving him of one

full week of progress in the institution. These would include: 1) a drop

of one week or more; 2) long-term confinement in any closed cottage;

3) dispositions for type I, AWOL's; 4) any action by the cottage committee

which resulted in the net loss of 7 days of time or more or privately restrictions equivalent to a 7 day drop or more.

Non-appealable consequences include:

1) Dispositions on type II - IV AWOL's;

2) Any consequences by staff or committee which has a net effect of less than 7 days time loss;

3) the weekly disposition of the cottage committee regarding a single week of progress.

(Failure to progress at cottage committee is not appealable since this is not time lost but simply time not earned.)

DUTIES OF THE ADVOCATE:

1. The first and most important duty of the advocate is to inform and assist the student in understanding the charges against him and the reasons for actions taken.

2. The second duty is to assist the student in preparing his case for hearing and helping the student explain or express himself at the hearing.

3. The final duty of the advocate is to advise the student and make a determination of the merits of a student's complaint if higher appeal is requested by the student.

In no way is the role of advocate to be used or construed as that of a lawyer or defender of the child. Neither is an advocate to be seen as a part of the staff or prosecutor of the child. He/she is a guarantor who assures

that the student gets a full and fair hearing before the appeals committees or administrators. He/she should be seen as friend of the child interested only in the child receiving a fair hearing. It is not the duty of the advocate to decide whether the right or wrong decision was made by the cottage or appeals committees only to ensure a fair and open hearing.

THE RIGHTS OF THE STUDENT:

1. The right to an advocate of his choice wherever possible and an appointed advocate if he refuses to chose one.
2. The right to have 48 hours to prepare his case with his advocate.
3. The right to a speedy disposition within 7 work days *after the hearing.*
4. The right to question his accuser or ~~after the hearing~~ the staff [?] member who took the action originally, in the presence of his advocate and the hearing committee. *Not asked for*
5. The right to call witnesses and examine non-clinical records.
6. The right to have his advocate examine clinical records in his behalf.
7. The right to have the charges against him in writing within 24 hrs. ?

THE RIGHTS AND DUTIES OF THE APPEALS COMMITTEE:

1. The right to call witnesses.
2. The right to assign a clinical staff ^{to help} and interpret clinical records to an advocate.
3. The right to excuse the student briefly (but not the advocate) *during periods* of testimony which may be sensitive to the institution or potentially harmful to the student.
4. The duty to keep testimony and proceedings relevant and simple,
~~The duty~~ to overrule or advise the student of testimony or arguments which are irrelevant.

5. The duty to make a determination which is first, in the best interest of the treatment of the child and second, that which is fair, in that order.
6. The duty to explain as clearly and simply as possible to the student the actions and reasons of the appeals committee.
7. The duty to report to the Program Director any evidence of staff misconduct or negligence of duties in carrying out a treatment program for a student.
8. The right to reopen a case when the appeal committee's decision has not been carried out as directed.

RIGHTS AND DUTIES OF WITNESSES:

1. The duty to give truthful and complete testimony.
2. The duty to appear at the hearing unless excused by the committee itself.
3. The right to know the reasons for the hearing.
4. The right, in the case of a staff member, to be told what the committee thought was correct or incorrect in the initial staff action, in the event that a staff's decision is modified or reversed by the committee.
5. The right to confir briefly and confidentially with the hearing chairman at any time before sensitive or potentially harmful testimony might be given.

POWERS OF THE APPEALS COMMITTEES:

The appeals committees ~~on any level~~ have the power to:

1. Let the original disposition stand unmodified.
2. Modify the original disposition in any way it sees fit by adding or subtracting consequences. However, in adding consequences it is

incumbent upon the appeal committee to be certain that such consequences are never and not likely to be construed as a punishment for appealing a decision.

3. ^PTo defer a decision to the next level of appeal.

4. ^PTo dismiss a case before completion of testimony in the event of obvious efforts by the student to avoid merited consequences. Such a dismissal must automatically be reviewed by the next level of appeal but without a full hearing.

LEVELS OF APPEAL:

all appeals first go to level 1

Level 1 shall be to the cottage committee. This appeal should be informal and need include ^{ing} nothing more than a written note by the student to the cottage committee, ^{with} and copy to the program director asking for reconsideration of some decision affecting him. The student is not assigned an advocate but may ask any staff member in the institution (except his cottage committee members) to help him draft the note. That staff must then assist in the writing and advising until the case is appealed to the second level where an advocate will be formally assigned. This informal advocate is not obligated to meet with the committee or attend any informal discussion of the case. At this level the cottage committee must ^{meet with the student or} reply in writing to the student's request within ² working days with copy to the Program Director.

If handled quickly and simply most appeals can be satisfied at this level. This level does not meet the basic standards for a fair hearing and so the cottage committee's reply does not prohibit further appeal if the student and his informal advocate wish to appeal. ^{imminent (see manual)}

Level 2 ^{appeals committee shall consist of a psychologist, social worker and YSW II or V not from student's own cottage.} shall be the first full level of appeal. It begins with a written ^{and} statement from the student ^{with} a request for a particular advocate to the Program Director who immediately turns it over to chairman of the Appeals

Committee who schedules a hearing, no sooner than 48 hours and no later than 7 days. The advocate is then notified by phone and writing by the secretary. The chairman confirs with all parties and sets a date.

Before the hearing it is the responsibility of the advocate and student to notify any witnesses they wish to appear at the hearing.

The hearing itself should remain as simple and informal as possible with the Committee taking as much testimony as it thinks necessary to make a rational decision. During the hearing the Chairman has the duty to ensure a fair hearing with ample opportunity for expression given to the student.

*deliberating with
multitude of
people*

In the actual hearing the only guidelines are that anyone may ask questions or give information with one exception. In the case of witnesses the student should not question the witness directly but only through his advocate or a member of the committee.

After the committee has completed taking testimony they will excuse the student and advocate and confir. In as much as possible they should come to a decision while the student and advocate wait informing them of the decision when they are through. An ^{appeals/disposition} appeals form should then be filled out within 2 working days with original to the Program Director and copy to the student.

]?
1/2 copy
Home

An appeal to the next level ^(1/2) must be made to the Program Director within two working days after the first appeal is complete.

As a strong rule of thumb any violation of the procedural deadlines by the Appeals Committee should weigh heavily in favor of the student. This principle is necessary to prevent undue delays and considers the very act of being forced to wait excessively as punitive in its net effect on the student.

Violation of any deadlines on the student's part should be looked upon carefully to determine negligence on the part of the advocate or indecision on the part of the student. Generally, a violation of deadlines by the student will disqualify the appeal.

Level III shall be the administrative level and must be initiated only by the student's advocate in the manner prescribed for level II appeals. Level III is the final level of appeal.

11

YCAA WEEKEND - HOLIDAY OD

I. DEFINITION:

The weekend-holiday OD is a staff available to the staff, students and visitors for consultation and/or special services during weekends and holidays. There are two types of OD at the Youth Center at Atchison:

A. Clinical: The Clinical OD is a division head, psychologist, or head cottage parent who is available on campus from 8:30 am to 5:30 pm on Saturdays and Sundays, and on call from 5 pm Friday until 8 am Monday. On holidays OD person is available from 8:30 am to 5:30 pm and on call from 5 pm the day before the holiday until 8 am the day after the holiday.

During their tour of duty the Clinical OD will be available to the staff, students, and visitors for consultation and service in regard to the students' management, program and counseling and in regard to the policies and procedures of the Youth Center at Atchison.

B. Social Work: The Social Work OD is a staff social worker who is available on campus from 9 am to 5 pm on Saturdays and Sundays and on call from 5 pm Friday to 8 am Monday on the weekend or from the day previous to a holiday at 5 pm until the day after the holiday at 8 am. During their tour of duty the Social Work OD will be available to the staff, students and visitors for telephone consultation and services in regard to the students' social work needs.

II. POLICY:

As the youths committed to the Youth Center at Atchison remain on campus twenty-four hours a day, seven days a week, for extended periods of time, and as the students' problems, needs and programs occur twenty-four hours a day, seven days a week: It is the policy of the Youth Center at Atchison to provide professional consultation and services for students' emergency problems and needs twenty-four hours a day, seven days a week.

III. REGULATIONS:

A. Regulations pertaining to all OD's:

1. All division heads, psychologists, head cottage parents (excluding HCP transportation staff), and social workers who work at the Youth Center at Atchison will participate in the weekend and holiday OD system on a rotating basis as part of their conditions for employment.
2. Every six months (January and July) the Program Director's office will prepare an OD roster indicating the name and telephone number of the Clinical and Social Work OD for each of the weekends and holidays for the semester.

3. Copies of the OD roster will be distributed to the cottages, the OD's, the switchboard, maintenance and the Superintendent and Program Director.
4. The OD's for the in-coming week will be announced weekly on the YCAA WEEKLY CALENDAR including notice of any changes.
5. It is the responsibility of the individual OD to find a substitute OD for his/her tour of duty whenever he/she is not able to work on that particular day. It is also his/her responsibility to notify the Program Director's office of any changes or substitutions in order to be announced on the YCAA WEEKLY CALENDAR.
6. Clinical OD's will be compensated eight hours "rescheduled time" for each day of the weekend OD on campus; social work OD's will be compensated seven hours "rescheduled time" for each day of the weekend or holiday OD on campus. Neither Clinical nor Social Work OD's will be compensated for being on call. When a Clinical or a Social Work OD is on call and is called to the campus, he/she will be compensated with commensurate "rescheduled time."
 - a. Clinical OD's will use their "rescheduled time" off as soon as possible, within the next four weeks.
 - b. Social Work OD's, due to their small number, may when needed, accumulate up to a maximum of four (4) days of "rescheduled time" off and will use their "rescheduled time" off as soon as possible within the next four weeks.
7. All OD's are responsible for attending the OD Meeting before their tour of duty and for attending the Communications Meeting after their tour of duty.
8. All Clinical OD's are responsible for making the required entries in the OD Book.
9. When needed all OD's may consult and/or ask assistance from the Superintendent, Program Director, Director of Child Care Services or any other appropriate staff.

B. OD Meeting:

1. Every Friday and any work day before a holiday there will be an OD Meeting from 12:30 pm to 1 pm in the Conference Room.
2. The OD Meeting will be attended by the persons on OD duty for the weekend or holiday, all the clinical coordinators (or their representatives), the Director of Recreation, Nurse, and the Director of the Division of Youth Care, the Program Director and the Superintendent.

3. During the OD Meeting (a) the clinical coordinators will report on the state of their cottages and on any problems or needs in the area of the students' health, management or social work, that may occur during the weekend or holiday, (b) the Director of Recreation will report on any special activities or projects for the same period, (c) the nurse will report on any medical concerns.

C. The OD Book:

1. The OD Book is a written record of the problems and special incidents that occurred during the weekend and/or holiday.
2. This written record is kept for administrative purposes and also in order to keep the Superintendent and the appropriate members of the clinical department informed as to the events of the weekends and holidays.
3. Every entry into the OD Book should be identified by date, time, student's name and cottage, and signed by the person making the entry.
4. It is the responsibility of the OD's to date and sign this book at the logging and at the end of their tour of duty and to write as many entries as needed to record the incidents and events of the weekend or holiday.
5. All entries should be concise and factual. If reports such as "Special Incident, AWOL, Hospital Consultation, or Transfer Request" or others have been written, this should be stated in the OD Book. All special incidents, AWOL's, clinical management decisions on the part of the Clinical OD, transfers to medical hospital and telephone communications from authorities or relatives of students need to be recorded.
6. The Superintendent will read the OD report and relay the information to the appropriate persons on Mondays or the day after a holiday.
7. The OD Book will be available to any staff at the Superintendent's office.

D. The Communications Meeting:

1. The YCAA Communications Meeting takes place every Monday from 8:30 to 9:30 am in the Conference Room of the Administration Building.
2. The YCAA Communications Meeting is chaired by the Superintendent and attended by the Program Director, Business Manager, clinical division heads, dietary and maintenance division heads, weekend/holiday OD's, coordinators, social workers and head cottage parents.

3. The meeting will proceed according to the following agenda:
 - a. Introduction of new staff and/or farewell to departing staff if any.
 - b. OD's verbal report of the weekend, comments and discussion.
 - c. Announcements for the coming week, comments and discussion.
 - d. Executive committee administrative communications from the SRS and other branches of the state government, comments and discussion.
 - e. Various

E. The Clinical OD:

1. All psychologists, division heads, and head cottage parents (not serving as transportation staff), working at the Youth Center at Atchison will participate in the weekend-holiday OD system on a rotating basis.
2. The Clinical OD will be on duty from 5 pm Friday to 8 am Monday during the weekends (8:30 am to 5:30 pm on campus Saturday and Sunday, and on call the rest of the time); or from 5 pm the day before a holiday until 8 am the day after the holiday (8:30 am to 5:30 pm on campus and on call the rest of the time).
3. The Clinical OD, as campus representative of the Program Director during his/her tour of duty, has the authority to make the final decisions in regard to any item pertaining to the program and management of the students.
4. In case of need, the Clinical OD may ask for consultation or direct help from any member of the YCAA staff. This includes the temporary shift of Cottage Parent I's assignment from their regular cottages to other areas of campus when needed during an emergency.
5. During his/her tour of duty the Clinical OD will make a morning and an afternoon cottage round in order to make sure that the management and program needs of the students are being met.
6. The Clinical OD will be at the dining room during the noon meal and the evening meal and in the administration building during the beginning of the visiting period in order to be of assistance if needed.
7. At other times the Clinical OD will remain in his/her assigned cottage or office and report his/her whereabouts to Ivy Cottage. During the rest of his/her tour of duty (evenings and nights) the Clinical OD should report any changes in the telephone number where he/she can be located to Ivy Cottage and be ready to come to the YCAA campus when requested to do so).

8. Upon request the Clinical OD will be involved in a variety of clinical management and program activities that include (as examples):
 - a. Consultation to any member of the staff on any issue pertaining to management, program or policy;
 - b. He or she assists the Cottage Parent I's to carry out their duties in the cottage;
 - c. Escorting and transportation of students in case of emergencies;
 - d. Counseling of students;
 - e. Supervising students' visits;
 - f. Meeting with students' relatives and other visitors;
 - g. Calling student's relatives, YCAA staff members and authorities when indicated.

F. Social Work OD:

1. All social workers working at the Youth Center at Atchison will participate in the weekend-holiday OD system on a rotating basis.
2. The Social Work OD's tour of duty is from 5 pm Friday to 8 am Monday on weekends, or from 5 pm the day before a holiday until 8 am the day after the holiday or holidays.
3. During the tour of duty, the Social Work OD will be available and on call. If the Social Worker is not going to be home, Ivy Cottage should be notified of the telephone number where they can be reached.
4. The Social Work OD's have the authority to make final decisions in regard to social work procedures and policies during their tour of duty.
5. The Social Work OD's responsibilities are to provide telephone consultation and direction in matters that refer to social work policies and procedures and to the students' social work needs.
6. The Social Work OD is not responsible for work with families or visitors other than their own case load during weekends or holidays. Family therapy or casework appointments are scheduled regularly by the cottage social worker. When families or visitors need to discuss concerns about their son at times other than their scheduled appointments, it is the responsibility of the cottage staff on duty to talk with them and advise them to contact the cottage social worker on the next working day. When relatives or visitors need to see a representative of the YCAA administration and cannot wait until the next working day, they are to be referred to the Clinical OD.

IV. PROCEDURES:

A. Medical Services:

1. Whenever any YCAA staff member becomes aware of or is made aware of any medical needs on the part of a student, he/she will decide whether this needs immediate professional attention or can wait until the regular sick call time. In case of doubt, call the Clinical OD. In all cases of injury or illness the nurse should be called.
2. If the Clinical OD cannot be reached at his/her regular office telephone, call Ivy Cottage.
3. When possible find out the details of the medical problem and take his temperature, pulse and respiration in order to be able to give the nurse an accurate report.
4. On the basis of the information given to the nurse, she will decide on whether to come and see the student or give instructions via the telephone.
5. If the nurse decides to give instructions via the telephone, a record of the student's medical problem will be recorded in the cottage log book.
6. If the nurse or Clinical OD decides that a transfer of the student to the hospital is indicated:
 - a. In cases where the need for a general local hospital is both obvious and urgent (Ex: emergency surgery or orthopedics, intensive care unit, emergency laboratory or X-ray, etc.), the YCAA nurse or Clinical OD may order the transfer of the student to the hospital immediately.
 - b. The nurse will instruct the cottage staff as to any special precautions or techniques to be used for his transportation.
 - c. Automobile keys needed for this emergency trip are obtained from Ivy Cottage during weekends, evenings and nights.
 - d. When extra help is needed to transport a student, the cottage staff on duty will call the Clinical OD and/or Director of Child Care Services for assistance.
 - e. Any time that a student is taken to a hospital, Authorization for Medical and/or Surgical Treatment forms should be filled in. A copy of this form will be found in the boy's individual file in the cottage. This copy should be taken to the hospital with the boy.
 - f. Any time that a student is transferred to a hospital the Clinical OD will call the student's parents or guardians in order to inform them and when needed to ask them to call the hospital in order to give authorization for medical or surgical procedures. (The telephone number of the student's parents is available in the student's cottage and in Ivy Cottage.) The Clinical OD should first consult with the student's social worker or social worker OD who may assume the responsibility for telephoning parents.

6. If the nurse decides to come and see the student herself, the cottage staff on duty will assist her as needed.

B. Clinical Services:

1. Staff members in need of services or consultation from the Clinical OD outside of the office hours on Saturday and Sunday, should call him/her at his/her home using the number supplied you.
 - a. If you receive no answer by calling the designated number, call Ivy Cottage for an up-dated number.
 - b. You may request the OD to come to the campus to assist you.
 - c. You may just wish to talk with him/her for consultation.
2. During the hours of 8:30 am to 5:30 pm on both Saturday and Sunday call 367-6590 to get in touch with the OD (which also rings into Ivy Cottage on Saturdays, Sundays, evenings, nights, and holidays). The OD will be in the dining room during the noon meal and the evening meal on both Saturdays and Sundays. If in doubt, call Ivy Cottage to find out the whereabouts of the OD.
3. Staff should feel free to consult with the OD when he/she comes to your cottage on the morning and afternoon rounds.
 - a. Talk to the OD about any concerns you may have about your cottage group or any student.
 - b. If you feel the need of the support of an added person you might ask the OD to stay.
4. If you are short of staff and a student needs to be escorted to see visitors or a visit needs to be supervised, you should call the OD to provide this service.
5. Social Work OD should call the Clinical OD for assistance:
 - a. If they are swamped with visitors
 - b. If they do not know a procedure
 - c. If some visitors appear to be out of order (drunk) or belligerent
 - d. For escort services
6. In case of emergency, call the Clinical OD to assist you:
 - a. To arrange transportation
 - b. Take a student to the hospital
 - c. Stay in cottage while you take care of a student, etc.
7. In the event a student in your cottage becomes very upset and wishes to talk with someone outside the cottage or a representative of the administration, you should call the Clinical OD.

8. If you have a student who needs to be placed in Ivy Cottage, call the Clinical OD who will make these arrangements for you.
 - a. It may be necessary to move a student out of Ivy Cottage to make room for the in-coming student. The Clinical OD has the authority to make this arrangement. The Clinical OD should consult with the Director of Child Care Services when available, or with Ivy cottage staff when he is not available, in order to help the Clinical OD decide which student is most ready to move out of Ivy.
9. If a student goes AWOL from your cottage, report this to the Clinical OD as well as the Director of Child Care Services and the Superintendent as soon as possible.
 - a. The Clinical OD will see to it that calls are made to the police, sheriff, security officer, Director of Youth Care, Head Cottage Parent, Social Worker assigned to the case, Program Director and cottage coordinator.
 - b. The Clinical OD should consult with the Social Work OD before making the calls to a boy's family.

C. Social Work Services:

1. Staff members in need of consultation with a social worker in matters pertaining to social work procedures and policies (visitors, passes, communication with relatives and community agencies, etc.) should call the Social Work OD at their homes for this service.
 - a. The telephone number of the Social Work OD is listed on the YCAA WEEKLY CALENDAR which you will find in your log and posted on your bulletin board.
 - b. If the social worker leaves the area of the listed phone number, he/she must telephone Ivy Cottage to give the number where he/she can be reached or arrange for another social worker to fill in during their absence.
 - c. The Social Work OD is available for these consultative services after 5 pm on Friday to 8 am on Monday.
2. In the event that a student goes AWOL or a special incident occurs such as serious illness or injury, the Clinical OD may call the Social Work OD for assistance in making the needed calls to notify the parents and/or community agencies.

POSITION DESCRIPTION

Read each heading carefully before proceeding. Use additional sheets of paper where necessary. Place position number and item number on each extra sheet. Make statements simple, brief, and complete. Show how responsible and how complex or difficult the work is. Stick to facts about duties as assigned. Be sure form is signed.

NEW POSITION ← (check one) → EXISTING POSITION

PART I: Items 1 through 11 to be completed by Agency Appointing Authority or Personnel Officer

1. Agency Youth Center at Atchison	9. Position Number 70-68-00-011	17. B.A. Number
2. Employee Name (leave blank if position vacant) Carl Davidson	10. Present Class Title (if existing position) AT II	
3. Division Allied Clinical Services	11. Proposed Class Title AT II	
4. Section Recreation	12. Recommended Allocation	
5. Unit Allied Clinical	13. Effective Date	
6. Location (address where employee works) Atchison, Kansas	14. By	Approvals Suprv: Admin:
7. Position is (will be): (circle one) Full time X Part time Perm. Seas. Inter.	15. On Site Audit Date: By:	
8. Regular hours of work: (circle appropriate item) FROM: 8:30 AM P.M. TO: 5:30 P.M. variable 40 hr	16. Inventory Record Leg. FY SFC Add Other	

For Use by Division of Personnel

To be completed by appointing authority or personnel officer for new position or vacant existing position.
PART II: To be completed by the employee (unless vacant) for change in existing position.

18. Who is the supervisor of this position? (One who assigns work, gives directions, answers questions, is directly in charge)

Name Jack H. Miller Title Asst. Superintendent Position Number 70-00-0

19. List the names, class titles, position numbers of all persons who are (will be) supervised directly by employee on this position.

Name	Title	Position Number
Daniel Wells	AT I	70-68-00-016
Catherine Weaver	AT I	70-68-00-014
Robert Ross	ATA I 1/2 time	70-68-00-013

20. List machines used regularly in the work of this position. Show percentages of use for each in terms of total work time.

State cars

21. If shorthand stenographic skill is necessary, what percent of time is required to take and transcribe it? _____ %

22. What kinds of instructions, methods and guidelines are (will be) given to the employee in this position to help do the work? S how and in what detail assignments are (will be) made. General policy and program requirements will be given in describing the duties, goals, functions of the job, Assignment of function in detail will be given only on special items when trouble shooting/problem solving becomes necessary. Otherwise employee will draw up the recreation program within general limits on his own and get them approved before implementation.

23. How does (or will) the supervisor of this position review or check the work of the employee? How close is the supervision? Is the work to be checked in detail or only for results achieved?

Supervision will occur through regular meetings and through occasional spot checks. Generally work will be checked for results achieved although some detailed checking could occur if deemed necessary by the supervisor. This would occur only if obvious problems, serious problems occurred.

24. Describe the work of this position. What does (will) the employee actually do? Use simple terms - state only facts. First, give a descriptive paragraph of the job's responsibilities and functions. Next, list and describe each duty in a separate paragraph. Show clearly (a) what work procedures, contacts, decisions are involved, (b) how much initiative and judgment are required, (c) what machines are used, if any, (d) how much supervision is exercised. Estimate percentage of time each duty averages during the year. Explain technical terms. Explain how difficult and how responsible the work is (will be). If more space is needed, attach additional pages.

Supervises, plans, directs and coordinates the activities of all activity programs for the institution. Also assign professional and para-professional staff to achieve the most effective use of staff potential; recruits and interviews job applicants, determining program needs and skills offered by applicant. Plans and direct the Recreation, Art and Music schedules and evaluates and supervises the recreation staff in the performance of their work and schedule. He is a relief worker on many occasions that involves working directly with the youths in their activities. Confers with clinical medical and cottage staff, to discuss matters of group or individual therapies which may prove to be valuable to the youth. Plans the budget for the Therapy Department and adjust requisitions accordingly. Makes contacts with the community and other agencies in the planning for off-campus recreational activities. Occasionally drives the bus to off-campus activities and supervise group of youths.

50% Supervising, planning, directing and coordinating the recreation staff and program by scheduling, assigning work activity, and checking up on their performance through regular meetings and surprise spot checks, also attending staff meetings, and program meetings regarding youths.

30% The planning for ways and means for equipment and material through institutional budgeting materials and the contact with community agencies in setting up off/on campus activities and off-campus trips and other recreational activities.

20% The provision of direct client services through actually working with the youngsters and counselling the youngsters.

Signature of person describing position

Title

Date

III : To be completed by immediate (direct) supervisor of the position.

As supervisor of this position how do (will) you review the work assignments? How frequently do (will) you check? Is the check in detail for accuracy? Is it for results only? How much latitude is allowed employee in completing the work?

The actual scheduled work assignments set up by this employee for himself and the rest of the recreation staff will be checked weekly for accuracy in terms of the regular ongoing recreation program to see that conflicts with the rest of the campus programs are not occurring. In terms of objectives of the general overall program however only the results will be reviewed as it becomes necessary. Within certain set limits of guidelines there will be latitude allowed for adjustments in scheduling and program to be made without direct supervision. If a major change is to be made or if an off campus activity involving community agencies is planned, prior approval will be necessary before this employee could go ahead and implement.

26. Describe below any errors in the description as written. Make corrections and additions here. If none, indicate.

None

27. What decisions are (will be) made by the employee? Do (will) they require making a commitment for the agency? What are (would be) the normal consequences of error in judgment?

Within set limits decisions in schedule, program and community contacts will be made by employee. If a commitment for the agency is to be made employee will be required to get approval from superior before he makes it. The normal consequences of an error in judgment within the established guidelines provided him would be minor to moderate.

28. What kind, for what purpose and how frequently are (will) contacts (be) made with the public, other employees and officials in the course of the work?

Contacts with the public, other agencies, etc., would occur on a fairly regular basis, perhaps weekly, perhaps more often, but these contacts would be for specifically defined purposes within the duties and functions outlined above.

29. What, in your opinion, are the minimum requirements of education and experience needed for appointment to this position as described?

College degree (BA - BS) in recreational therapy or related field (i.e. P.E.) and three to four years experience working in the field with a classification of Activity Therapist I

Gene A. Wilson

Signature of immediate supervisor

8-31-78

Date

PART IV : To be completed by the department head or personnel officer.

30. If this is a request to change a position title, briefly describe the reorganization, reassignment of work, new function added by law or other factors which changed the duties and responsibilities of the position.

Due to a change in administration, increased duties and responsibilities have been added to this position.

31. List in the spaces below the minimum amounts of education and experience which you believe to be necessary for an employee to begin employment in this position.

Education - General

College degree (BA-BS) in recreational therapy or related field (i.e. P.E.)

Education - Special or professional

Licenses, certificates and registrations

Water Safety Instructor Certificate
Drivers license, Life Saving.

Special knowledges, skills and abilities

Ability to establish and maintain effective working relationships.
Ability to write and speak effectively. Should have thorough knowledge of life saving methods and water safety.

Experience - Length of in years and kind

Four years experience working in the field with a classification of Activity Therapist I.

The description of duties and responsibilities is complete and accurate.

Signature of Department Head

Date

Approved

Gene A. Wilson

Signature of Agency Head or Appointing Authority

8-31-78

Date

M E M O

TO: Mr. Wilson & Dr. Kearns

DATE: March 27, 1979

FROM: Rating Appeal Committee
for Dan Wells

RE: Recommendations

The following recommendations are made for improved relations and efficiency within the Department of Recreation:

- ✓ 1. That the supervisor become more flexible in establishing guidelines for staff's use of judgment in making on-the-spot decisions.
- ✓ 2. That more attention be given to making staff meetings productive; that the supervisor more actively communicate information back and forth between staff and administration (concerning new programs, complaints, positive comments, suggestions, etc.)
- ✓ 3. That the supervisor either become more accessible or more lenient in his demands for prior approval of staff actions.
- ✓ 4. That regular involvement in cottage planning meetings be shared (rotated).
- ✓ 5. That the supervisor perceive more personal responsibility for the department especially when criticisms are received.
- ✓ 6. That the supervisor makes a constant active effort to improve communication with staff.
- ✓ 7. That the Program Director and/or Asst. Superintendent be present at staff meetings to encourage and mediate the ventilation of feelings.
- ✓ 8. That the supervisor refrain from excessive and unnecessary documentation on staff; that he destroy such accumulated documents; and that he seek and give positive feedback for employees.
- ✓ 9. That the supervisor assist more and/or participate in more front line recreation activity to allow for some flexibility in staff schedules as well as improved relations and training.

vj

Type of Evaluation: Probationary Annual Special
 Name: Carl L. Davidson Social Security No. 433-84-0802 Final Rating: Four
 Class: Activity Therapist II Rating Period: 12-1-78 to 12-1-79
 Agency: Youth Center At Atchison Agency Number: 319 Division or Unit: Allied Clinical Services Position Number: 70-68-C

TO RATE: Read general instructions on other side. Then mark an X in one box above to show type of evaluation. CIRCLE THE PHRASE which most nearly describes the correct level. Write the final rating in the box above right. If this is an evaluation at the end of probation, complete the proper recommendation at bottom of form.

RATING LEVEL	UNSATISFACTORY	FAIR	GOOD	VERY GOOD	OUTSTANDING
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REQUIRED RATING FACTORS

QUALITY OF WORK	Poor, quality not acceptable	Careless, quality low	<u>Meets work standards for quality</u>	Frequently exceeds standards set for the job	Consistently outstanding work quality
QUANTITY OF WORK	Output very low; unsatisfactory volume	Does less than reasonable; marginal amount	<u>Volume satisfactory; meets job requirements</u>	Produces more than minimum required	Consistently high output outstanding
COOPERATIVENESS	Refuses to cooperate; difficult to work with	<u>Works only when asked; reluctant teamworker</u>	Satisfactory teamworker; helpful and agreeable	Very cooperative; quick to offer assistance	Outstanding teamworker; always ready to help
WORK HABITS	Habitually late or absent; unsatisfactory use of time	<u>Frequently late or absent; poor application of time</u>	Satisfactory work habits; usually on the job	Very good use of time; occasionally late or absent	Rarely absent, never late exceptionally good work
DEPENDABILITY	Not effective; needs close and constant supervision	<u>Needs frequent checks; work must be reviewed often</u>	Steady worker, needs average supervision	Dependable; work done on schedule with little checking	Can work without supervision very dependable

OPTIONAL RATING FACTORS

INITIATIVE	No initiative; always waits for directions	<u>Slow to start; often waits for directions</u>	<u>Goes ahead on regular work willingly</u>	Self-starter; alert for ways to improve work	Self-reliant; seeks additional tasks; resourceful
APPEARANCE	Untidy; careless in habits and grooming	Needs improvement in general appearance and habits	<u>Generally acceptable, and appropriate</u>	Careful about personal appearance; above average	Exceptionally well groomed and neat
CARE OF EQUIPMENT	Maintenance of equipment is unsatisfactory	Tends to neglect equipment; skills low in this respect	<u>Adequate care and average skills in maintenance</u>	More than adequate maintenance; skills above average	Maintenance very good; outstanding care and use
JUDGMENT	<u>Not acceptable; cannot be relied upon; erratic</u>	Frequently lacking; difficulty analyzing facts	Generally uses good judgment; logical	Most often reliable, relevant	✓ Judgment sound and accurate
WORK RELATIONSHIPS	Blunt, irritating or indifferent	<u>Ineffective in contacts with others</u>	Gets along well in daily contacts	Relationships to others quite good	Ideal attitude and conduct dealing with others

SUPERVISORY RATING FACTORS

LEADERSHIP	<u>Poor leader; creates friction/low morale</u>	Inclined to direct not lead	Respected by employees	✓ Good leader, stimulates employees	Capable and forceful leader highly motivating
UTILIZING PERSONNEL	Often picks wrong person for task	<u>Makes poor work assignments</u>	Makes proper work assignments	Makes effective use of skills and knowledge	Always uses the right person
TRAINING SUBORDINATES	<u>Lacks capacity to train</u>	Instructs poorly; no effort to develop workers	Satisfactorily trains and develops employees	Develops good workers; training at high level	Does excellent training; develops high caliber workers

Complete this section for employees who are completing a probationary period.

This employee has proved to be unsatisfactory. Attached form DA-202 shows dismissal.

This employee not entirely satisfactory. Extend probationary period for _____ months.

This employee has completed the probationary period satisfactorily. Recommend permanent status as of date probationary period ends _____ (date)

COMMENTS BY RATER:

Date: 12/13/79 Signature of Rater (Employee's Immediate Supervisor): Ferris Kearns

Date: _____ Signature of Reviewer: _____

COMMENTS BY EMPLOYEE:

I wish to appeal the evaluation

Date: 12/13/79 Signature of Employee: Carl Davidson

Date: 12-18-79 Signature of Appointing Authority or Designee: Gene Wilson

Carl Davidson
Annual Evaluation
December 12, 1979

Quality of Work: Mr. Davidson does good quality work with the Youth Center students. He is knowledgeable and skilled in leading activities, and handles crisis situations effectively. In the supervisory and administrative aspect of Mr. Davidson's job, quality is substandard, as is discussed below.

Quantity of Work: Mr. Davidson works hard and meets job requirements in terms of volume of work.

Cooperativeness: Mr. Davidson is helpful, agreeable, and quick to offer assistance. However, when confronted with shortcomings in my supervisory meetings with him, Mr. Davidson tends to become very defensive, denying responsibility for himself and his department, and blaming others for the problems.

Work Habits: Mr. Davidson is usually on the job and is rarely late or absent for appointments and meetings. However, he could use his time more efficiently. Mr. Davidson busies himself with an unnecessary amount of paper work. He complicates apparently simple tasks and ends up spending an undue amount of time with them. He wastes a great deal of time and paper in widely circulating memorandums or announcements which are of little interest or benefit to anyone.

Dependability: Mr. Davidson has shown in the past a need for frequent supervision. I have counseled with him about this, asking him to take on more responsibility, and not to come to me about matters which he should be able to handle himself. He has responded to this and his requests for supervision have become less frequent, however, he continues to have difficulties making appropriate decisions (see Judgment)

Initiative: Mr. Davidson generally goes ahead with work as assigned and works willingly. He does have difficulty in making judgments as to what to go ahead with on his own initiative and what to consult about first.

Appearance: Mr. Davidson's appearance is generally acceptable and appropriate.

Care of Equipment: I am not aware of any neglect or lack of skill in taking care of recreational department equipment.

Judgment: This is an area where Mr. Davidson has serious problems, especially in his role as Division Head. He has repeatedly brought up issues in the meetings which would be more appropriate for other meetings. He shows erratic initiative; e.g., he consults his supervisor about trivial issues, while going ahead with major policy changes without consulting his supervisor. For example, Mr. Davidson scheduled an "educational-therapeutic trip" to the circus, ordered sack lunches, told cottage staff that it wouldn't matter what level a student was on for the eligibility, all without consulting his supervisor. Another recent example of poor judgment occurred when Mr. Davidson told a relatively new employee to put "MH" on his time sheet for a "mental health day." As a supervisor, it is

Mr. Davidson's responsibility to know that there is no such official leave. Another example of Mr. Davidson's use of poor judgment is his recently appointing a probationary employee, who clearly does not "know the ropes" yet, as Acting Division Head in his absence. Mr. Davidson fails to keep the supervisor properly informed regarding pertinent issues.

Work Relationships: Mr. Davidson has not earned the respect of other employees in other divisions on campus. For example, he was asked to quit attending the head cottage parent meeting for comments he had made which staff felt were threatening and irresponsible. Mr. Davidson has made a negative impression when on business in Topeka by failing to conduct himself in a professional manner at all times. (Work relationships with recreational department members covered under the heading of "leadership.")

Leadership: Mr. Davidson needs to make vast improvement in his functioning as a division head and supervisor. The recreation division has had a large turnover in the past year, and I feel Mr. Davidson's poor performance as a supervisor is largely responsible for this. One recreation staff in particular, who had been widely regarded on the campus as an asset to the program, terminated his employment with the Youth Center mainly because, as he stated in his letter of resignation, he felt Mr. Davidson was not providing leadership in the department. Morale in the recreation department has been chronically low. Numerous special meetings set up to ameliorate this problem were apparently not sufficient.

Utilizing Personnel: In the past year, Mr. Davidson has not utilized personnel optimally. The main problem has been his not giving enough responsibility and autonomy to the activity therapists in the division. I have counselled Mr. Davidson about this matter and I believe some improvement has been evidenced in the past several months. However, Mr. Davidson's recent assignment of a probationary employee who had not yet "learned the ropes" to a position of acting division head in his absence was a very questionable decision.

Training Subordinates: Developing subordinates to their potential has been another area of difficulty for Mr. Davidson. Staff under his supervision have frequently complained that they felt stifled, and said that their impression was that Mr. Davidson was jealous of his authority and would not allow recreational staff to take initiative. Inasmuch as Mr. Davidson seems to be making some improvement in this area, the problem has been less evident; however, the improvement has been very recent and this area must be evaluated further in the future.

Also pertinent to this evaluation category is evidence that Mr. Davidson does not orient and train new employees properly. One new recreational staff said in a cottage meeting that he "didn't know what was going on" and expressed much confusion about his role. This suggests a lack of supervisory support. In further investigating, I confirmed that the new staff was seeking and receiving support from cottage staff, professional staff, and another new recreational staff; he apparently was not able to find the support from his supervisor.

In summary, Mr. Davidson's orientation is to be the boss and not the leader.

ATCHISON, KANSAS

MEMORANDUMFROM: Terry Kearns, Acting
Resident Director

DATE: February 27, 1980

SUBJECT: Scott Bacon

In regard to your memorandum of 2-26-80 requesting approval of Scott Bacon's "early release" from the Youth Center, I have considered the factors you have pointed out as supporting an "early release" and I have reviewed Scott's master file.

Scott was admitted to the Youth Center at Topeka on May 15, 1979. His committing offenses were aggravated assault and shoplifting. He was therefore classified as a violent offender. Previous charges include battery (9/24/75), wayward (3/13/75), and battery (2/23/74).

On September 11, 1979, Scott was transferred to the Youth Center at Atchison. Since his admission, he has had one Program Review on December 11, 1979. In this Program Review Scott is described as having difficulty controlling his temper, bossing students and staff, and frequently having emotional outbursts involving a loss of control and aggressive, hostile action. There is no social work plan in this Program Review, nor is there documentation of any social work plan anywhere in the record since he was transferred to YCAA. The only documented social work activity I can find is a letter to Scott's parents requesting they send Scott a winter coat. Scott has had two Ivy transfers since coming to YCAA. There is documentation showing Scott has been on one emergency pass. On February 22, 1980, I received a memorandum from five Oak staff members describing Scott as one of the "two most negative students in the cottage."

In view of the above facts, I do not see any justification for an "early release." As you know, the YCAA requires students to complete their programs before being placed on conditional release. Only in rare and unusual circumstances is a student released before completing his treatment program. Scott's family being of socio-economic privilege does not effect our policy that students complete their treatment program before being released.

In the future, please direct any recommendations for conditional release or discharge to the Program Director. The Program Director will take the responsibility of approval or disapproval, and will consult with the Superintendent.

vj

cc: Mr. Wilson
Scott's file

ATCHISON, KANSAS

TO:

Mr. Gene Wilson
Superintendent YCAA

MEMORANDUM

FROM:

Ellen Cameron, Social W

DATE: February 26, 1980

SUBJECT:

BACON, Scott

Attached find a letter from R. E. Bacon, father of Scott Bacon. It is self-explanatory. Scott, his mother and father have all discussed Scott's early release with me. In part, because of mother's medical problem, they feel it timely. I, personally, support his release as do some other cottage staff. Some of Scott's problems are situational (because of his long absence from the home) and unique to being in an institution.

An advantage to Scott's going home over other youth we serve is the Bacon's are in a socio-economic class where they may adequately provide for his financial and emotional needs.

Mr. Bacon has indicated he would be willing to take whatever steps needed to assist in Scott's immediate release. I have suggested he delay any action until we submit this request to the Superintendent who is the person who has the responsibility for discharges and for releases. Mr. Bacon would be willing to meet with any Youth Center personnel who might wish to have a conference.

Hopefully, we may be able to soon tell the Bacon's of your decision.

mt

R. E. BACON SURVEYORS & PLANNERS

AERIAL

February 21, 1980

Youth Center at Atchison
Oak Cottage Committee
Box 459
Atchison, Kansas 66002

ARCHITECTURAL

To Whom It May Concern:

BOUNDARY

This is in reference to my son, Scott Bacon, who is presently living at the Youth Center. I am submitting my request to have him released to myself and my wife, Edna Bacon, for the following reasons.

CONSTRUCTION

1. We feel that Scott has matured and is capable of accepting the responsibilities of being a man.
2. Scott has indicated to us that he will complete school through High School or equivalent without any pressure from us.

ENGINEERING

3. Scott will have a job working in my office in the surveying field which he has done in the past, including days which he has been home on pass. We are also planning to micro-film all of our drawings which Scott will be in charge of completely.

MINES

4. As you know, his mother has developed lung cancer recently and is home at this time. The doctors are trying a new drug and at this time it seems to be working; but as you know, we don't know what could happen. I feel it would be best for Scott to be around his mother as much as possible regardless of what might happen.

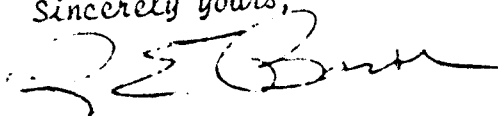
SUBDIVISIONS

5. We feel that the Youth Center and the staff has done a lot of good for Scott although I am sure you all question it at times. You all have made Scott feel that you care about him and are trying to help him to overcome his problem.

PLANNING

I would be glad to meet with your committee in person to discuss this request, and/or provide any other information you may need. Please feel free to contact me.

Sincerely yours,



R. E. BACON

Youth Center at Atchison

To: George Ross

Atchison, Kansas

From: Oak Staff (Hodges, Busey, Haverkamp,
Holley and Miller)

MEMORANDUM

Date: February 22, 1980

Subject: Jeff Baughman & Scott Bacon

Why are Jeff Baughman and Scott Bacon so special that they can receive plus weeks in cottage with points of 7 and 9 in two major categories for encouragement?

They are two of the most negative students in the cottage and have been given more chances and pass privileges than any other students.

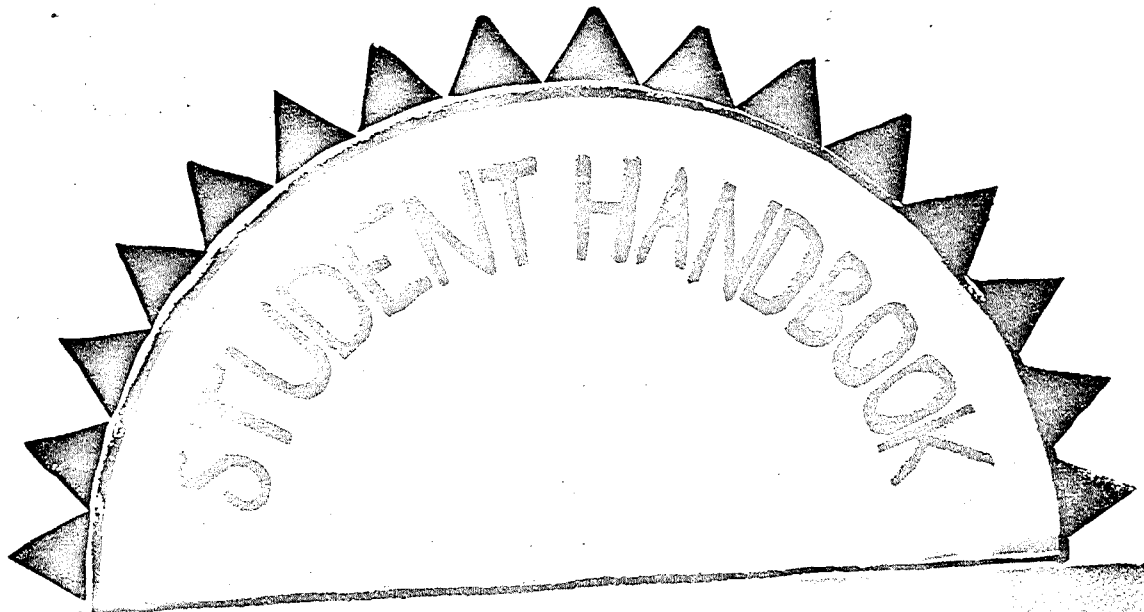
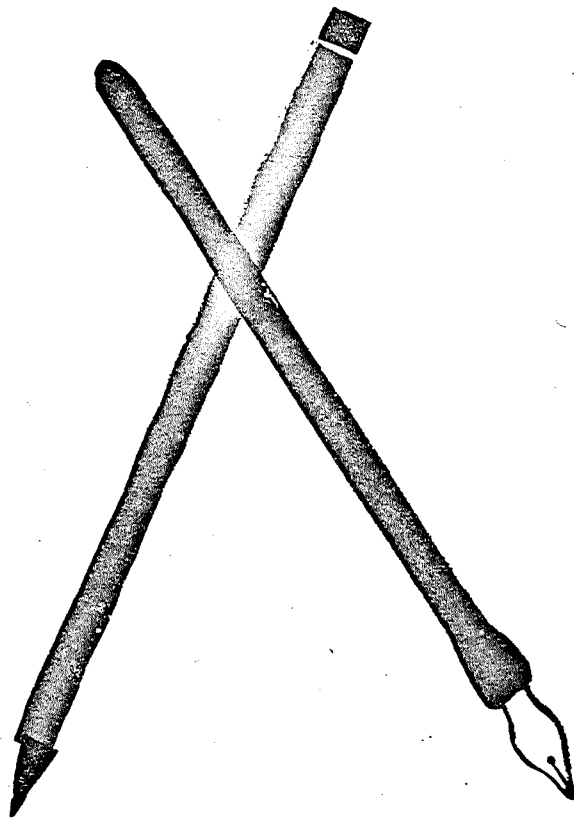
Grant, Petty, Pete, Lewis, Parker, Taylor, Harrod and Yanas also received loss of points in the same amount but what encouragement have they been given and some have been here much longer and try harder than Jeff or Scott ever have.

vj

cc: Dr. Kearns
Mr. Vigola
Mr. Wilson

BERT

NASH



A New Horizon

YOUTH CENTER AT ATCHISON
BERT NASH SCHOOL
STUDENT HANDBOOK
OF
POLICIES & PROCEDURES

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FORWARD

This student handbook is prepared in the interest of clarifying disciplinary policies, procedures and programs that have been initiated and are being maintained at Bert Nash School and closed cottage program in order to create and perpetuate the best possible treatment and learning environment and insure educational accountability under Special Purpose School criteria.

PHILOSOPHY

Schools are primarily established for the education of youth and it is necessary that there be some participation and effort by each student for learning to take place. Learning involves the utilization of the mind in productive thinking, which is more likely to occur in a structured atmosphere free of distractions. Therefore, the Bert Nash Comprehensive Program has been implemented to meet the special needs of students involved in the treatment program of the Youth Center At Atchison aimed at a higher degree of educational development, adaptation, and remediation. The implementation of said policy will provide the incentive and the environment for accelerated participation and effort. It is also our endeavor to move a student from the most restrictive to the least restrictive environment as he becomes able to take the responsibility for himself. It is in this type of environment that a young mind can be developed to its fullest extent.

OBJECTIVES

1. To provide the best possible and most practical learning environment based on the philosophy, rules and regulations in this handbook. To provide accountability measured by the degree of remediation in Individual Academic Skill deficits as indicated by Standard Achievement Test, plus other diagnostic tests, pre and post testing.
2. To provide a structured program that will help individuals make the adjustments necessary to function adequately in the mainstream of normal community life. Accountability measured by teacher evaluation and degree of success at acquiring total points in daily report cards and periodic progress reports, level progression and the Jesness Inventory.
3. To curb and remediate impulsive behavior via structure and consistent policy implementation. Accountability measured by homeroom teacher evaluation and point sheet level progression.
4. To help the student's adjustment to the extent that he will be able to function adequately in a public school upon release from the Youth Center. Accountability measured by teacher evaluation, point sheet reflections, Jesness Inventory, Level Progression, and follow up rate of success in public schools after leaving the Youth Center.
5. To prepare the student to be moved from the most restrictive to the least restrictive environment with an acceptable degree of success. Accountability will be measured by teacher evaluation of student success in school programs and analysis of behavior improvement.

HISTORY
OF
YOUTH CENTER AT ATCHISON

In 1885 one hundred and sixty acres of land was donated to the State of Kansas by the citizens of Atchison so that a Soldiers' Orphans Home could be built on the land. This institution would operate under the Board of Trustees of the Charitable Institutions of the state of Kansas. Appropriate legislation was passed and on July 1, 1887 the first children were admitted to the Soldiers' Orphans Home. In the following years the institution provided care and training for the indigent children who were committed as orphaned children of soldiers and sailors of the union forces in the Civil War. In the Biennial Report for the Year 1908 the administrator called attention to the fact that the name of the home was misleading. He indicated that it was called the "Soldiers' Orphans Home". It was his feeling that the name of the institution should indicate its true scope and purpose. It was pointed out that the Legislature in 1885 established the institution for "the nurture, education and maintenance, without charge, of all indigent children of soldiers who served in the Army or Navy of the Union during the late rebellion and other indigent children". He felt the scope of the institution was somewhat changed so the Legislature of 1909 changed the name of the institution from the Soldiers' Orphans Home to the State Orphans' Home. It continued to function as a home for indigent children. In the year 1943 the legislature provided for the establishment of the Kansas Receiving Home for Children which was to be a psychiatric - psychological evaluative unit. This was during the years of the Second World War

and it was not felt feasible to provide funds for building a new institution. Therefore, provision was made that one building would be used for dormitory space and a portion of the school building could be utilized for office space on the campus of the State Orphans' Home. The first children were admitted to the evaluative unit on July 1, 1944. Thus, there were two institutions functioning separately on the same grounds. Later in 1953 the administration of the State Orphans' Home suggested the name of the institution should be changed because most of the children who were in the home at that time had one or both parents living but the parents either would not or could not care for their children. As a result of this suggestion the name was changed from the State Orphans' Home to the Kansas Childrens Home. The legislature provided for the combining of the Kansas Children's Home and the Kansas Receiving Home for Children into one administrative unit in 1955. This unit was known as the Kansas Children's Receiving Home. The evaluative portion of the program continued as it had with many improvements while the program of the former Children's Home was gradually phased out. Those children who were committed as wards of the state were evaluated and then placed in licensed boarding homes or small group care homes. In 1965 the legislature provided for utilization of two of the smaller cottages on the campus as housing for what was to be known as the "Half-Way House" or an Annex of the Boys Industrial School of Topeka. This unit functioned in these two cottages until 1971. In March of 1971 the Half-Way House boys were moved into a building which had formerly been the employees dormitory but had been remodeled for the use of the boys in the Half-Way House. Thus, the two small cottages

Were left unoccupied. In March of 1971 younger boys who had been adjudicated delinquent or miscreant and committed to the Boys Industrial School in Topeka were transferred to the campus of the Kansas Children's Receiving Home. In April of 1972 the administration of this program was transferred by the State Board of Social Welfare, under authority granted by the 1972 legislature, to the Kansas Children's Receiving Home-Atchison Youth Rehabilitation Center. At this time, boys who were in the younger age group were committed directly to the Atchison Youth Rehabilitation Center. At the same time, two larger cottages which were under construction were completed in the spring of 1972 and the capacity for caring for delinquent or miscreant boys was greatly increased.

In 1977 the diagnostic unit was moved to Topeka State Hospital and the Atchison campus became strictly a rehabilitation facility for boys. The administration of both the Youth Center at Topeka and the Youth Center at Atchison was assigned to one Superintendent and they function as one unit with separate campuses.

INFORMATION ABOUT BERT NASH SCHOOL

Type of Accreditation: Special Purpose School
(Authorized by K.S.A. 1975 Supp. 72-963;
Effective February 15, 1977.)

Description of School: Bert Nash is a Special Purpose School accredited for exceptional children as defined by Kansas Administrative Regulations for special education and accreditation requirements of the State Board of Education.

FACULTY

Gil Hamilton - Principal - B.S., M.S. & Ed.S. in School Administration and Guidance

Ted Kelly - Vice Principal, Physical Education - B.S., M.S. - in Education, Curriculum Instruction & Secondary Administration

Dave Juencke - Diagnostic Entry and Program Coordinator - B.S., M.S. in Educational Administration

Linda Dehner - Remedial Reading (Title I) - B.S., M.S. Curriculum & Instruction, Certified Reading Specialist

Peggy Sproul - Remedial Math (Title I) -

Clara Ellis - Remedial Treatment - B.A., M.S. - P.S.A., Certified L.D. Closed Cottage Program

Irene Gonzalez - Remedial Treatment - B.A., M.S. - P.S.A. Certified L.D. Closed Cottage Program

Marcia Walters - Remedial Treatment - M.S. P.S.A.- Self-contained P.S.A.

Diane Liebsch - Learning Center - B.S. in Special Education (Certified E.M.R.)

DEPARTMENTALIZED PROGRAM

Gloria Boldridge - English - B.S. in Education

Rebecca Egli - Reading - M.S. Reading

Joe Large - Art - B.A., M.A. in Art

Mike McCloskey - Math - B.S. in Education

Jeff Ryan - Social Studies - B.A. in Education

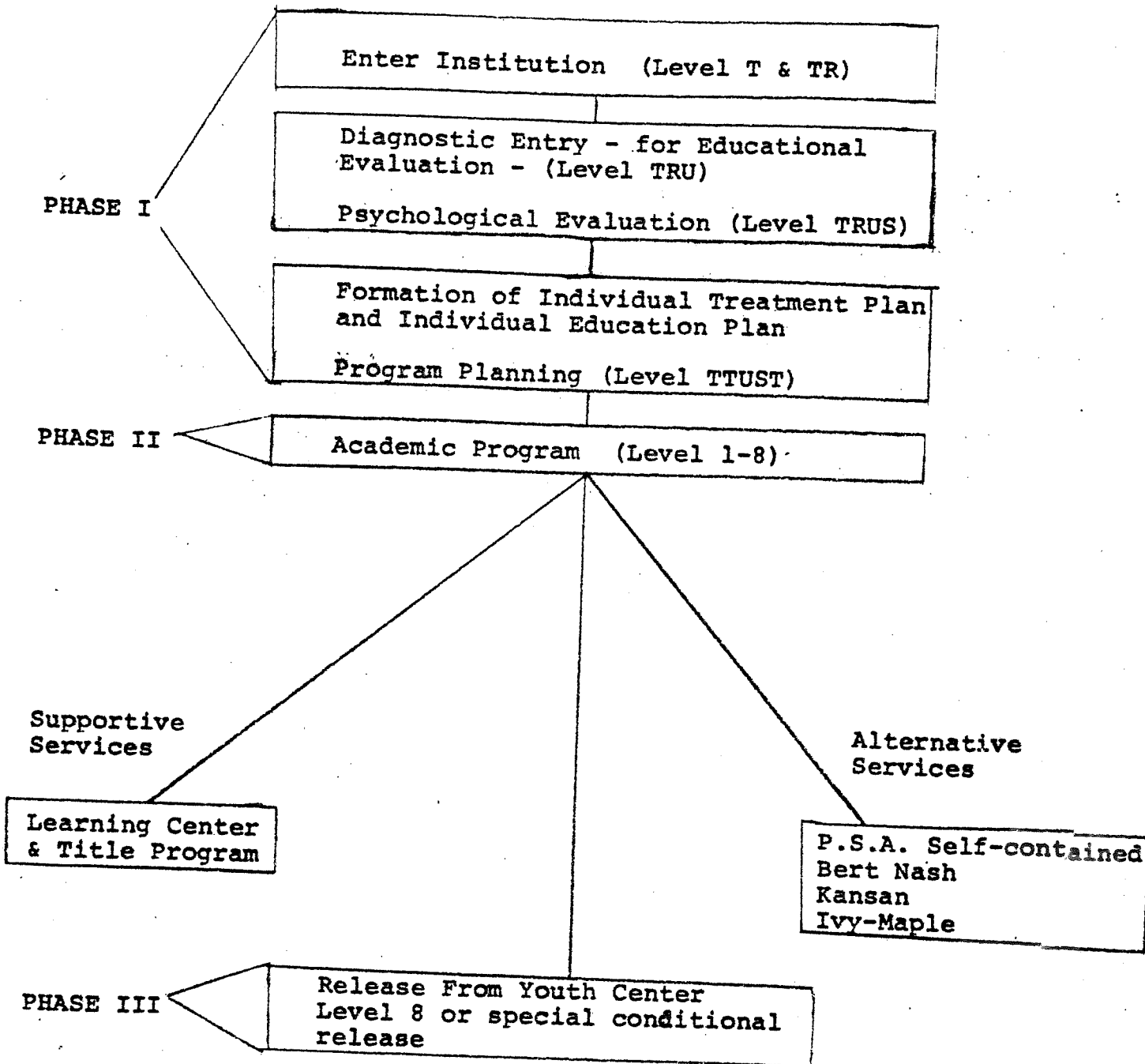
Larry Smith - Science - M.S. in Education

SCHOOL PROGRAM

The Bert Nash program has been established to meet the special needs of students involved in the treatment program of the Youth Center At Atchison. Bert Nash is a Special Purpose School staffed under contractual agreement by U.S.D 409, in accordance with H.B. 2010. The staff at Bert Nash is operating under a full service Comprehensive Special Education Program which is on file with the State Department of Education and is in compliance with P.L. - 94-142.

Essentially, the Program is made up of four phases: Closed Cottage, Diagnostic Entry, Self-Contained P.S.A., and Departmentalized Programs, with the Learning Center and Title programs as supportive services. (see diagram next page)

It may be mentioned here that all classes are designed for individualized instruction. The planning and progress reports are employed for each student to insure progress via objective testing and treatment accountability.



Needs Assessment Phase I DIAGNOSTIC ENTRY

The diagnostic level will take one to three weeks. When all participants of the Youth Center Treatment team have completed their evaluations, including educational, the treatment team consisting of the psychologist assigned, cottage parent, social worker and a diagnostic entry specialist will develop the Individual Treatment Program, (I.T.P.) and Individual Education Plan (I.E.P.), or regular school program.

*Remediation of Needs Phase II REMEDIAL TREATMENT

The educational program developed by the treatment team is carried out by a Remedial Treatment Specialist. The student is helped to adjust to the new situations in which he finds himself. Remediation in emotional problems as well as work on remediation of academic skill deficits takes place during this phase. This, in effect, will tend to promote emotional stability and narrow the discrepancy, if any, between what the student is able to do and actual performance.

Direct and indirect support is made available to the Remedial Treatment personnel by the Learning Center, Title Programs, and Departmentalized programs. The Remedial Treatment program offers direct and indirect support to the Learning Center, Title Programs and Departmentalized programs also.

* This phase may be waived if treatment team deems necessary.

Supportive Unit LEARNING CENTER

The Learning Center will serve as a support unit for both the Remedial Treatment and the Departmentalized - academic phases. The Center will serve only those students with identified handicaps, other than emotional or social adjustment problems. The Center may provide either direct or indirect services as the I.T.P. requires. Title I supplementary services will also be available in both phases.

Academics Phases III DEPARTMENTALIZED COURSES

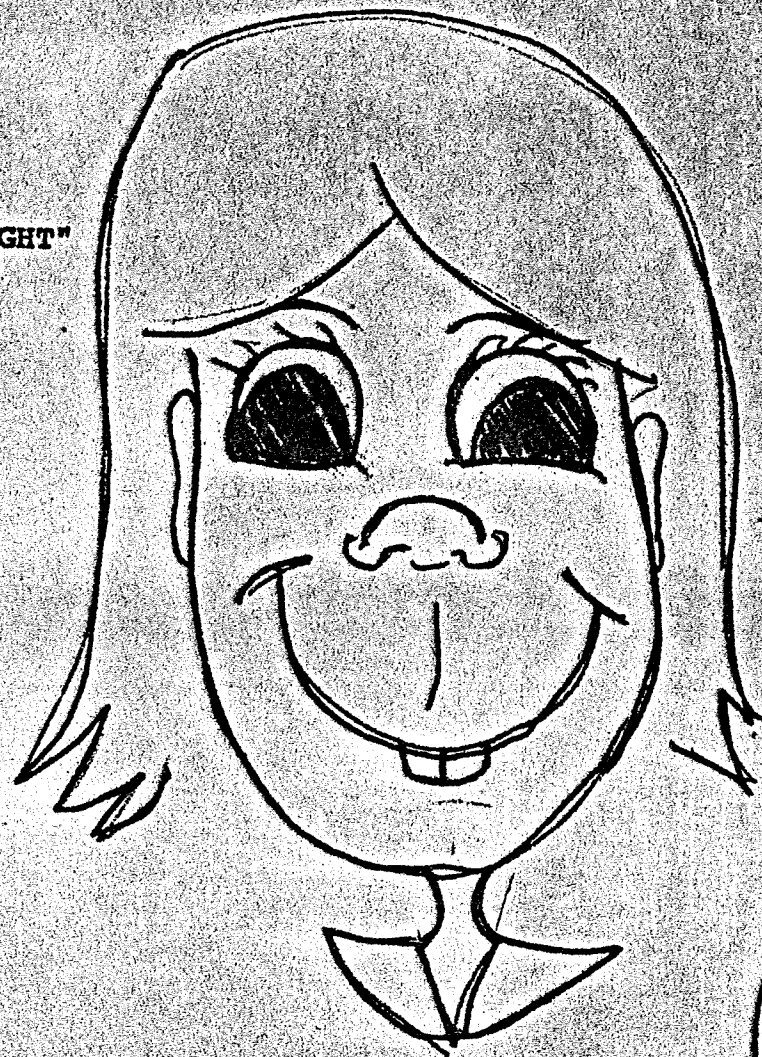
This Department is made up of Reading (Developmental Reading) Social Studies (World Geography, U.S. History, Basic Life Skills, American Government), Math (Developmental Math, 7th & 8th grade math, General Math & Algebra), English (Level I English & Language Arts (1, 2, & 3), Science (General Science, Health and Biology), Physical Education (Physical fitness, all levels), Shop (Industrial Arts, Mechanical Drawing, Drafting) and Arts & Crafts (Basic 2D & 3D Art Skills). In this phase the student becomes familiar with having more students in the classroom and different teachers and relearns how to function in a more normal public school setting where regular academic development takes place. Under the Sequoia Program, students will be transferred to the Atchison Jr. or Sr. High School to continue their academic program and to assess their ability to adjust to a normal school environment.

TITLE PROGRAMS

Title I - REMEDIAL READING & MATH

The Remedial Reading and Math teachers (Title I) will serve as a support unit to the Departmentalized, Learning Center, Closed Cottage, and P.S.A. programs. Students enrolled in remedial classes will receive instruction in academic need areas as determined by teachers' testing and observation. The Remedial Program is intended to support, not supplant, regular classroom instruction.

"A SMILE IS A CURVE
THAT SETS THINGS STRAIGHT"



Smile



ADMISSION POLICY

All students assigned to the Youth Center At Atchison are admitted to the Bert Nash School Program following the evaluation phase of our program. The student evaluation starts while the student is on the TRUST System usually about the 7th day on the campus, unless the student has problems coping with the cottage routine. The evaluation phase is composed of academic testing at the school and psychological testing with the psychologist. When this is complete, the student has a Program Planning and, following the Program Plan, he is enrolled either in the self-contained P.S.A. class, a closed cottage program, or the departmentalized program at the school. Depending upon the student's entry level, he may work his way into the departmentalized and supportive service programs by his actions and productivity.

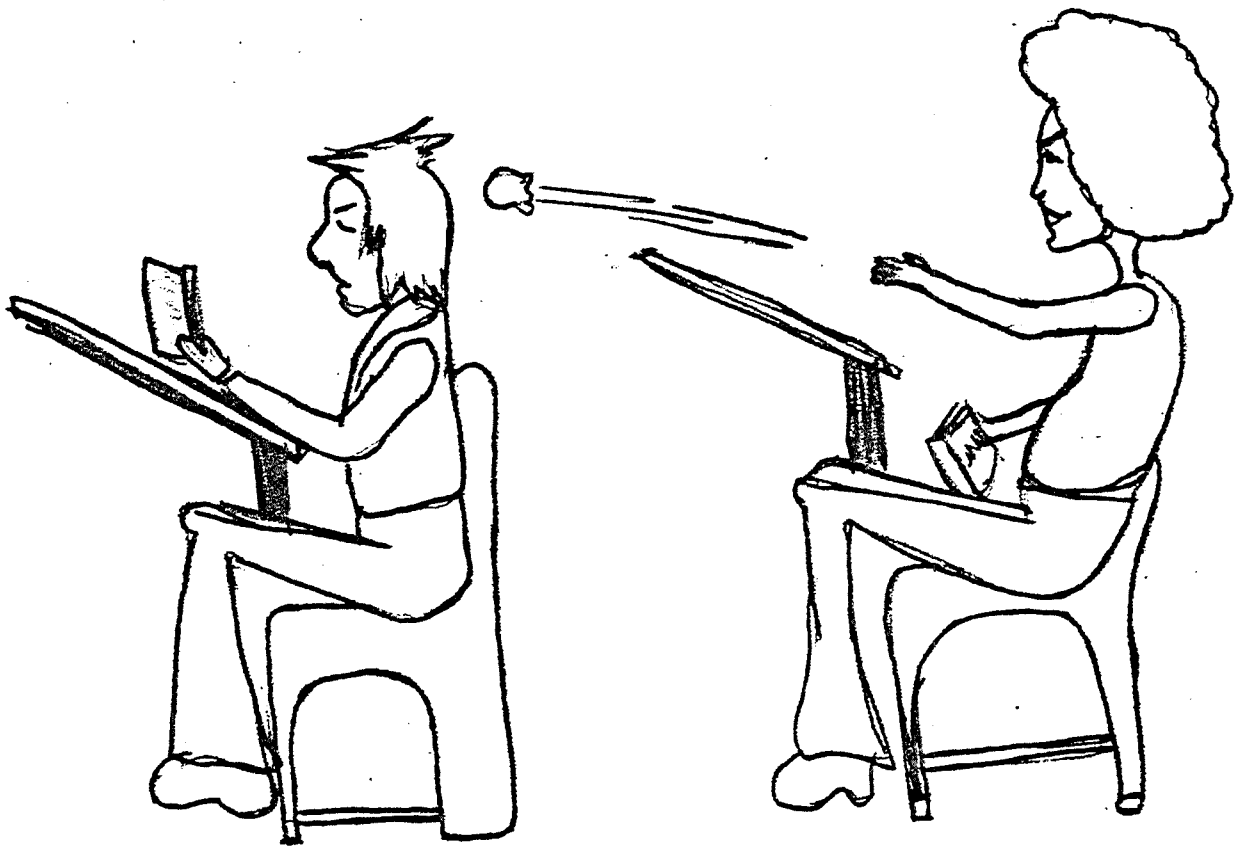
PROMOTION POLICY

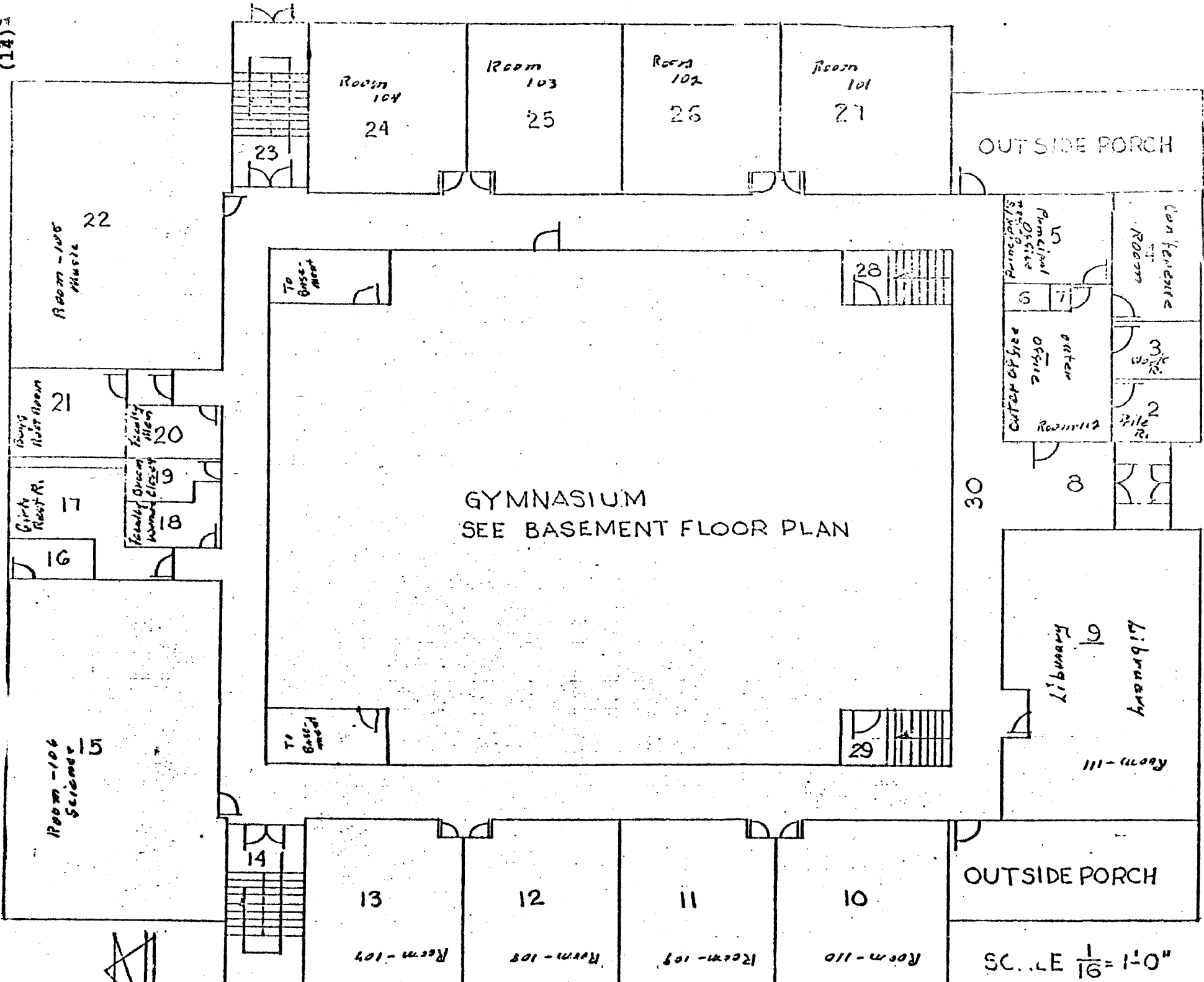
All students work on an individualized educational program and all classes are taught on an individualized and small group basis. When the student's treatment plan demands his absence for any length of time, he resumes his work where he left off on return to the program. When and if a student should earn 17 units of approved secondary credit as specified in Bulletin 401, he shall be eligible for graduation and a diploma.

We have no expulsion in our school, only disciplinary measures. Discipline measures consists of office referrals and temporary suspensions, usually lasting only $\frac{1}{2}$ day, thus giving the student a cooling off period. Depending on the severity of initial action,

the student's program may need to be modified through the Principal's office in cooperation with the treatment team. The referring teacher must write up a short summary detailing the student's behavior and must turn it into the office as soon as possible.

NO Snowballing

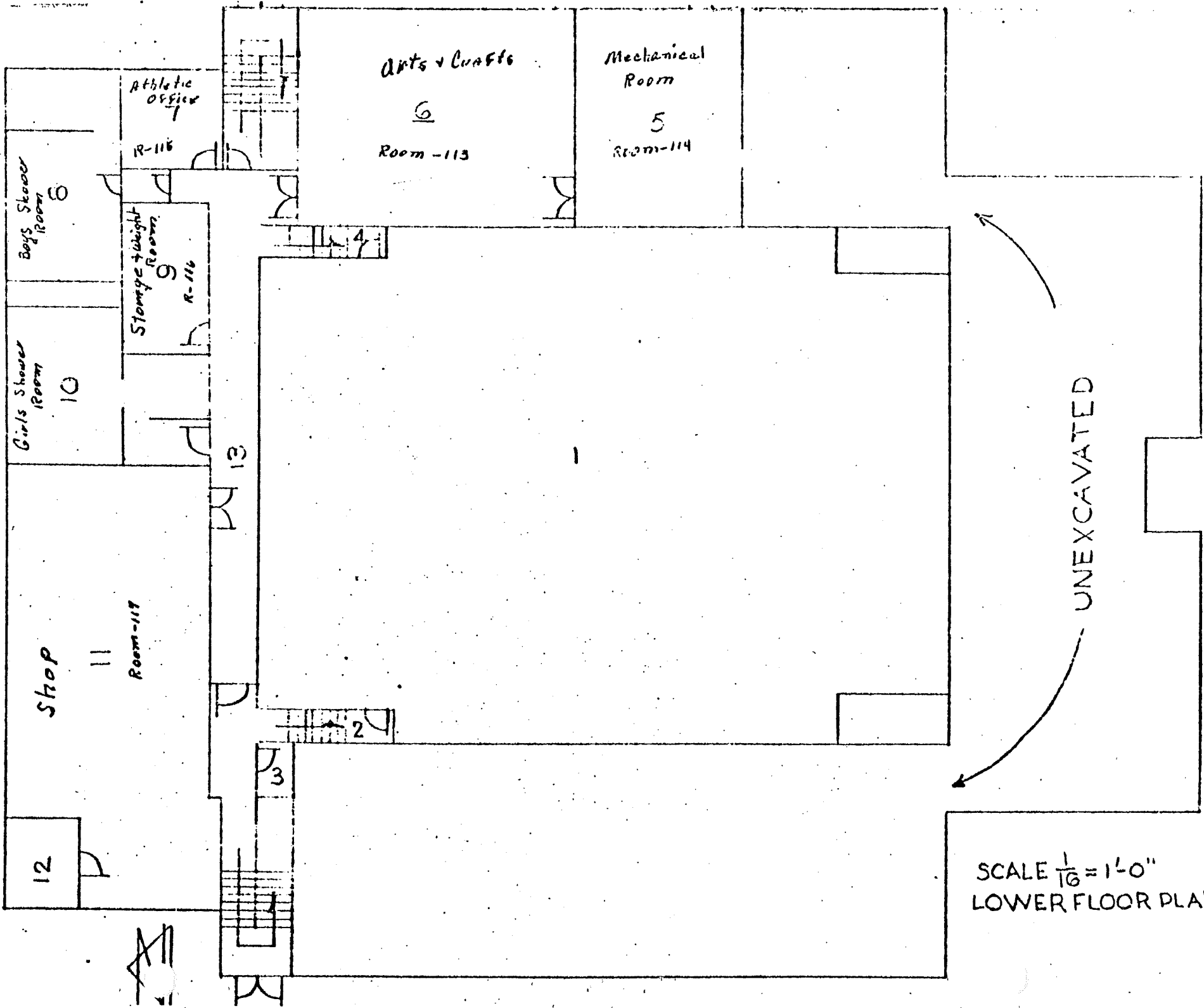




GYMNASIUM
SEE BASEMENT FLOOR PLAN

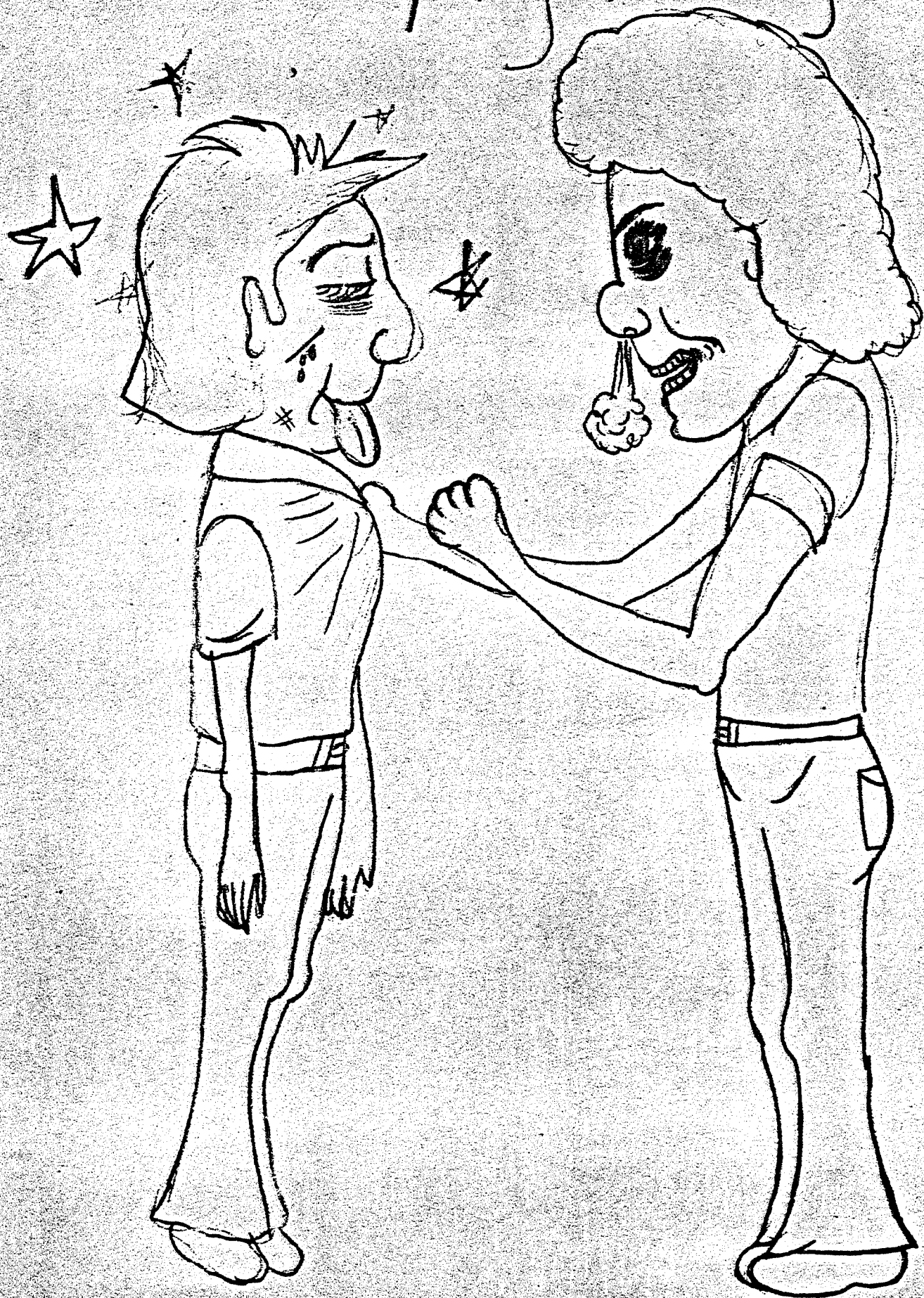
SCALE $\frac{1}{96} = 1" = 10'$

Main Entrance



SCALE $\frac{1}{16} = 1'-0"$
LOWER FLOOR PLAN

No Fighting



POINT SYSTEM

Due to the special needs of the population, regular classes without a Treatment Program would not enable the school to meet its primary responsibility to the students. As a result, a point system has been developed to be used as both a measurement of progress and a motivational tool. Points are awarded during each class period and recorded on a daily report card.

Points are awarded as follows:

Being present in class;	2
Being in class on time;	2
Following the rules of behavior for classroom and school;	6
Completion of work assignments;	3

Therefore, 13 points are possible for each class the student is enrolled in and 9 additional points are possible for homeroom & hall behavior. The daily percentage will be figured by dividing the points earned by the total possible points (for each student). Weekly averages will be figured by averaging the percentages for that week. The homeroom teachers reserve the right to withhold all or any part of the 9 homeroom points for inappropriate behavior during that day.

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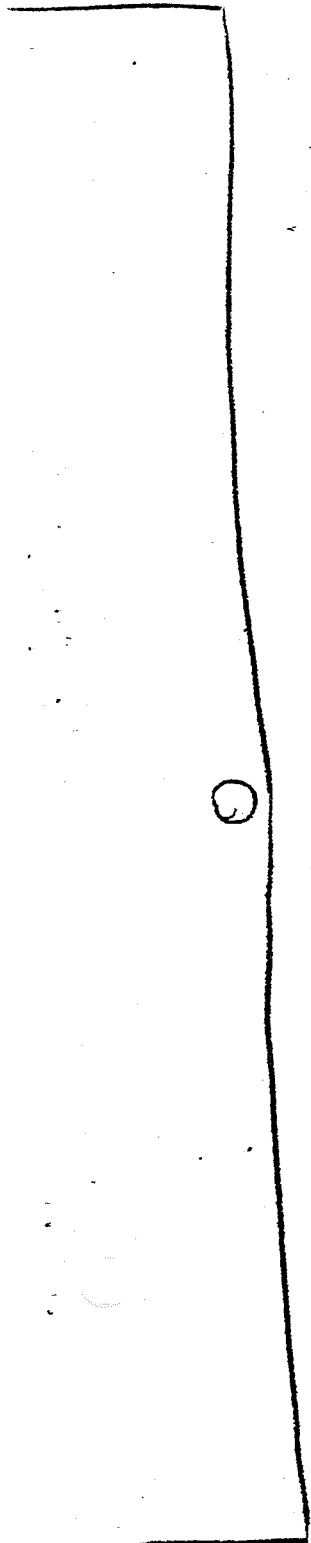
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HOMEROOM

A homeroom period and teacher are assigned to each student in order for the homeroom teacher to discuss and counsel each student regarding his behavior. Plans to remediate such inappropriate behaviors shall be initiated by the homeroom teacher. Percentages will be recorded during this period. If a homeroom teacher is absent, point sheets must be recorded in the office.

If the student fails to meet minimum points for his level, the homeroom teacher shall contact both the Principal and Cottage Parent.

Positive weeks indicated by daily report cards from both cottage and school are necessary to attain a level raise.

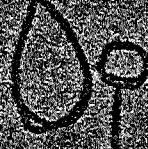
WEEKLY AVERAGE TO MAINTAIN LEVELS

	<u>Minimum Per Cent</u>
Level 3	
Level 7	97%
Level 6	95%
Level 5	92%
Level 4	89%
Level 3	86%
Level 2	83%
Level 1	80%

OFFICE REFERRALS AND TEMPORARY SUSPENSIONS

1. In class, when a student cannot settle down or chooses not to alter disruptive behavior, he may be sent to the principal.
2. The principal may hold a student in the office until he is able to return to class or he may be given a temporary suspension and may not be admitted until the following day. The student is not to return to school until arrangements for an appointment with the principal for readmission to classes have been completed.

No



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DRESS CODE

The student must come to school dressed appropriately. He must wear shoes, socks, shirt, and long pants. He may not wear white T-shirts, tank tops, or hats.

The student must bring his homework and books to class every day. Paper and pencils are furnished, therefore, students are not to bring these from the cottage.

COTTAGE RESTRICTIONS

Once a student has a minus week, an additional office referral, or temporary suspension results in cottage restriction until he has met with cottage parent, and Principal. The homeroom teacher is responsible to notify the cottage and office.

SMOKING POLICY

No student should have cigarettes, cigars, matches or lighters in his possession while in the school building. All cigarettes, cigars, lighters, and matches are to remain in the cottages. If any of these are found on the student he will lose all hall points for the day and the items will be taken and not returned.

RESTROOM PASSES

Students will be excused from a class to use the restroom once in the morning and once in the afternoon. This must be noted on the point sheet. Students should use the restroom in the cottage before coming to school in the morning and afternoon. Students will not be allowed restroom passes during their first class in the morning or afternoon.

REGARDING SICK STUDENTS

When a student says he is sick, the teacher will call the office and give the secretary the student's name. The secretary will then call the nurse and report back to the teacher concerned. The student is not to leave the classroom until permission is given by the nurse. Teachers are not allowed to dispense any medication. The student is reminded to obtain medication in the cottage before coming to school.

TALKING WITH PRINCIPAL

Any student coming to the office to see the Principal during class time will have an office referral. If a student must talk to the Principal and does not wish to receive an office referral, he must come to the office at 11:13 or 3:00. He may also ask the secretary to arrange an appointment to see the Principal at the Principal's convenience.

TARDY POLICY

The student is tardy when he is not in his assigned place when the bell rings. This results in the loss of his 2 on time points. The only excused tardies are for 1) Doctor's appointment, 2) Dentist appointment, or 3) haircut. Tardies beyond the student's control may be excused by the Principal.

ABSENCES

Absences may be excused by the Principal for reasons of illness, home visit, or treatment. Absences due to being restricted will be considered unexcused, because there was a choice of behavior which resulted in his absence. No points will be earned for that period. A student who has been absent from school should not be admitted to class until he presents an "Admission to Class Permit" issued through the office. It is the duty of each individual instructor to follow this rule.

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CLASS DEPARTURE SLIPS

To help determine where students are during class time, the school is using "Class Departure Slips". These slips will be used when a student has permission to go back to the cottage during class time. The student must stop by the office to obtain a departure slip before leaving the building. If he fails to do so, he will be given a sendback.

Explanation:

TIME LEAVING SCHOOL: Time student left school
(signed by secretary)

TIME RETURNED: Time student left cottage to return
to school (signed by cottage parent)

If it is determined that the student wasted too much time going back and forth, or has failed to have the slip signed before returning, an unexcused tardy will be given.

LOSS OF POINT SHEET

If the point sheet is lost, destroyed, or altered by the student, he will lose all of his points up to that time. If the student forgets to return his point sheet from the cottage more than twice in one week, he will not be allowed to return for it and will lose all of his points up to that time. Students will receive a tardy if they have to return to the cottage for point sheet. The secretary will notify homeroom teacher when student has returned for a point sheet.

Quiet

in the

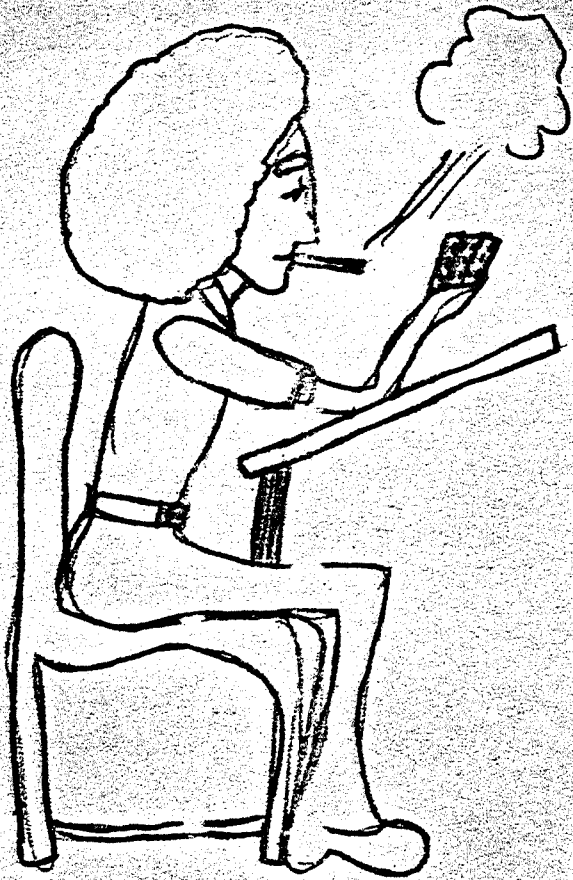
Halls



NEW GYM RULES

- 1) No street shoes on playing floor.
- 2) No gum or candy.
- 3) No kind of drinks or bottles or food in the gym.
- 4) Only clean tennis shoes are permitted on the floor.
- 5) Clean socks are acceptable.
- 6) The floor must be kept clean.
- 7) All equipment must be returned to the proper place.
- 8) Always turn off lights when finished.
- 9) No hanging on or pulling on the goals.
- 10) No pulling or swinging on pipes supporting the backboards.
- 11) Do not turn on lights or exhaust fan.

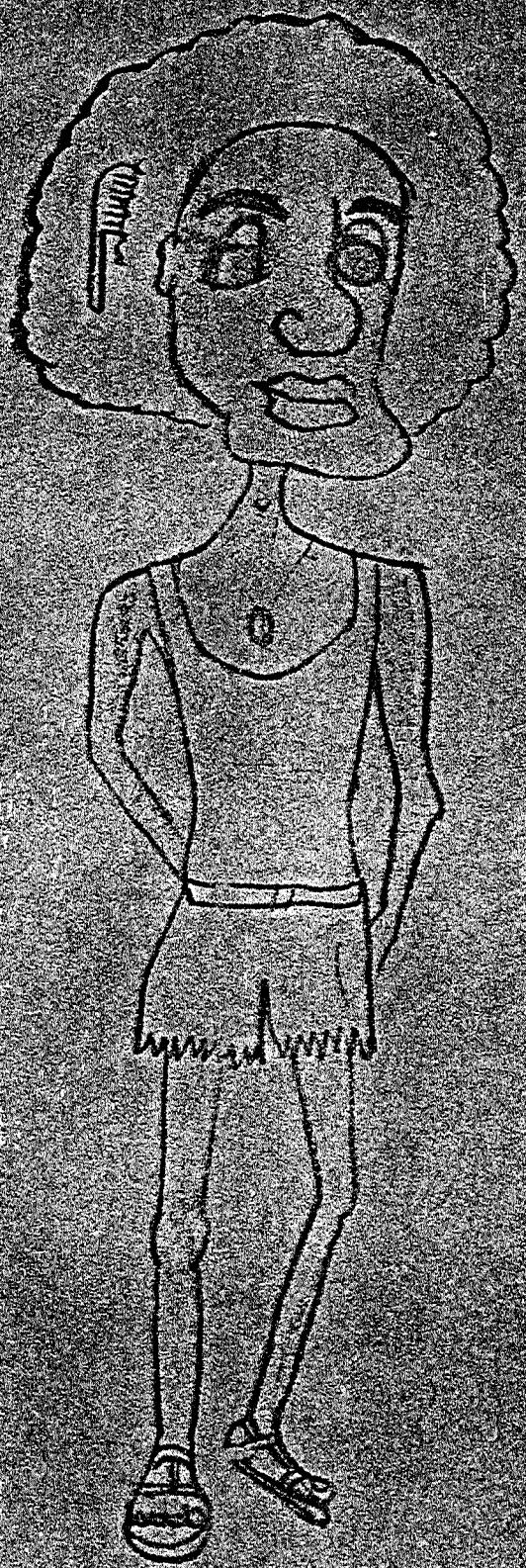
No Smoking
OR
Gambling



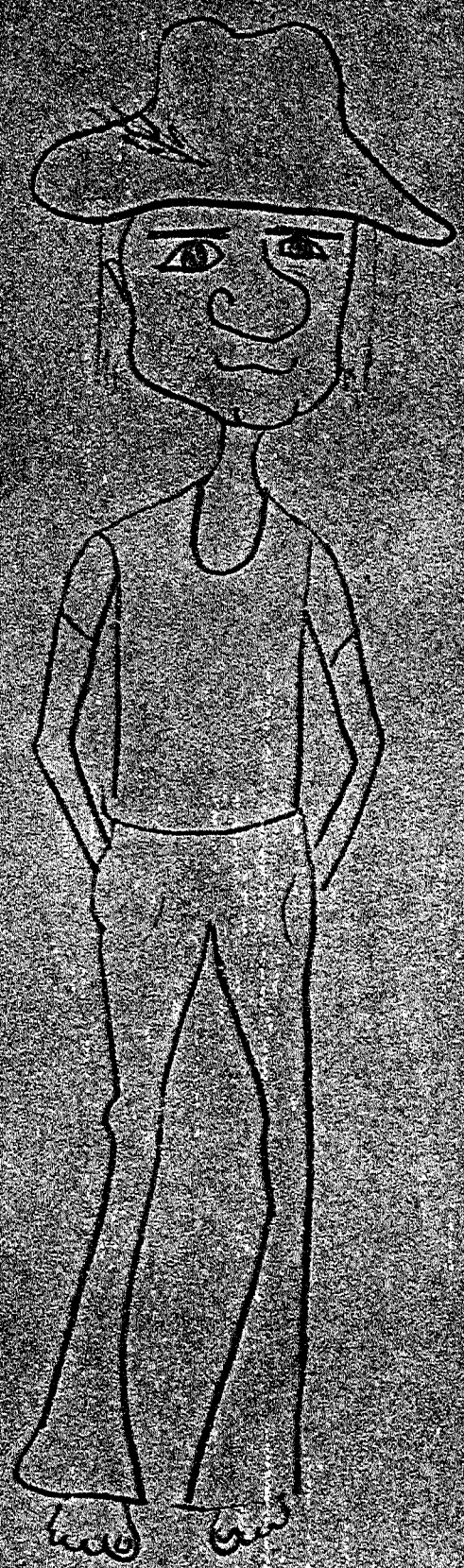
ACTIONS THAT WILL PREVENT STUDENTS FROM ACHIEVING MAXIMUM POINTS
AND MAY RESULT IN AN OFFICE REFERRAL OR COTTAGE SENDBACK

- 1) Smoking beyond the area set off for smoking east of the building (students are not to bring cigarettes, lighters, or matches to school) or smoking in the building.
- 2) Being in the parking lot in front of the school or bothering the cars.
- 3) Running in the halls or unnecessary noise in the halls.
- 4) Putting hands on other students.
- 5) Wearing head gear in the building.
- 6) Throwing anything in or around the building.
- 7) Name calling or exciting another student.
- 8) Opening or closing windows or turning on or off lights without specific permission from the staff.
- 9) Making black marks on floor or walls with shoes or lead.
- 10) Referring to staff members in inappropriate manner (staff must be called by last name and appropriate Mr., Mrs., or Ms.).
- 11) Not following individual classroom rules and procedure:
Example: A. Not sitting in assigned area;
B. Talking without permission (usually after warning);
C. Marking on or defacing property;
D. Inappropriate language;
- 12) Jumping up, touching ceiling, or hanging on door frames, door closers, etc.
- 13) Wandering or loitering in halls when class is in session.
- 14) Being in halls without a proper pass and/or going to places other than where given permission to go.
- 15) Students will not use any door other than the front door, unless he has special permission from staff.
- 16) Coming into office without permission is not allowed. The office is off-limits to all students unless the student has permission to be there. Students must: (1) knock and wait for permission to enter; (2) no loitering in the office; (3) secretary's desk is off-limits.

OBOLUVA



DRUGS



No White T-shirts
No Tank Tops
Wear Shoes + socks
No HATS

VIOLATIONS RESULTING IN OFFICE REFERRALS OR SENDBACKS

- 1) Fighting or instigating fights at school or to and from school.
- 2) Refusing to follow instructions of staff or being disrespectful to staff (i.e.- not giving teacher point sheet upon request).
- 3) Threatening a staff member (AUTOMATIC SENDBACK)
Using abusive language to anyone.
- 4) Disruptive conduct in school or class (usually given warning);
i.e.- constant talking in class.
- 5) Deliberately destroying school property or that of others.
(Retribution plus penalty).
- 6) Refusing to work in class (i.e.- sleeping in class).
- 7) Stealing or taking things that do not belong to you.
- 8) Consistant or repeated violation of any school rule or policy.
- 9) Leaving class without permission.
- 10) Going back to cottage without permission (AUTOMATIC SENDBACK).
- 11) Carrying pencils and pens outside the classroom.

If a student's behavior is totally unacceptable, he may be placed back in cottage directly from the classroom for a determined length of time. The student may return only after the cottage parent and the Principal have mutually agreed on his actions and program to be followed when returning to class.

*This handbook of policies and regulations is subject to revision as the need arises.