

JUSTICE & PUBLIC SAFETY CABINET DEPARTMENT OF JUVENILE JUSTICE

1025 Capital Center Drive Building, Third Floor  
Frankfort, Kentucky 40601

RENEWAL APPLICATION FOR DAY TREATMENT SERVICES  
FISCAL YEARS 2020 – 2022

Official Name of School District: Hopkins County Board of Education      FEIN#:61-6001319  
Official Name of Day Treatment: Hopkins County Alternate Day Treatment      DJJ Rated Capacity: 30  
Contact Person Name and Title: Marty Cline, Assistant Superintendent/Lonnie Strader, Principal  
Address of School District:        320 South Seminary St.  
                                        Madisonville, KY 42431  
Address of Day Treatment:        110 Sugg St.  
                                        Madisonville, KY 42431

<u>School District:</u> Hopkins	<u>Day Treatment:</u> Hopkins
Telephone Number: 270-825-6000	Telephone Number: 270-825-6053
Fax Number: 270-825-6098	Fax Number: 270-825-6053
E-Mail Address: <a href="mailto:marty.cline@hopkins.kyschools.us">marty.cline@hopkins.kyschools.us</a>	E-Mail Address: <a href="mailto:lonnie.strader@hopkins.kyschools.us">lonnie.strader@hopkins.kyschools.us</a>

The Hopkins County Board of Education hereby requests funding in the amount of \$88,148.50 per year from the Department of Juvenile Justice for Day Treatment Program Services. The applicant certifies by signing this application that all information, facts, and figures provided are true and accurate to the best of his or her knowledge.

Signature

Title

Date \_\_\_\_\_

Date Completed Renewal Application Received by  
the Department of Juvenile Justice (please stamp date)

This page must be completed and attached to the proposal.



## RENEWAL APPLICATION PROCEDURES FOR DAY TREATMENT SERVICES

The renewal application for funding of day treatment services must specifically detail standard operating procedures (SOP) in the program procedures manual how information in each of the following sections will be addressed in the program. The procedure manual will become part of the contract and will function as part of the renewal application. Any subsequent changes to this procedures manual must be submitted to DJJ for review and approval.

### Mission and Goal Statements

- The mission statement shall assert that the program will offer a comprehensive array of community-based services for eligible youth, to prevent further involvement within the juvenile justice system and to reintegrate the youth into the community.
- The goals statements shall be developed by staff and administrator that are Strategic, Measureable, Attainable, Results-oriented, and Time-bound (SMART) goals.
- Treatment Philosophy - The treatment philosophy of a Day Treatment Program shall be anchored in the belief that comprehensive strategies are needed to combat youth crime. All Day Treatments will utilize an effective balance of treatment, education, and graduated sanctions provided by qualified, trained staff.
- All day treatment programs will operate within the traditional school day to provide the opportunity for peer interactions, extra-curricular school activity involvement and to promote family involvement and supervision outside of the school day.

### Referral and Admission

- Referral procedures shall include: Clients to be served:
- Male and female DJJ adolescents who are 12 through 18 years of age (or up to 21 in some cases) or 6<sup>th</sup> through 12<sup>th</sup> grade.
- If the youth is qualified for special education services, they may receive services until 21 years of age.
- The youths have displayed evidence of delinquent behavior and family dysfunction.
  - How youth are referred; and
  - Contents of a complete referral packet.
  - Referral sources are provided a copy of the referral procedures.
  - Referral sources are notified of a youth's admission status.
- The priority of admission shall be given in descending order to:
  - DJJ youth transitioning from a residential program;
  - DJJ youth transitioning from or into a contracted therapeutic foster home;
  - Youth adjudicated on delinquent offense(s);
  - Youth at risk of out of home placement; and
  - Youth with serious behavioral issues in the school and the community.
- Admission procedures shall include:
  - Notification of acceptance or rejection;
  - Orientation of youth and parent or legal guardian and custodian of youth;
  - An Orientation handbook shall include at a minimum: mission statement; treatment philosophy; program description/history; behavior management system; searches; youth progression through the program (i.e. treatment plan, phases, point/behavior sheets, etc.); youth rights; grievance process; district approved process for awarding credits towards a diploma; and other information



specific to the program (i.e., dress code, attendance policies, school, contraband defined, daily program schedules, transportation, etc.);

- How the program will encourage family/caregiver involvement in the youth's treatment, to include at a minimum, participation in the development of the treatment plan, revisions/reviews of the plan, and special meetings to discuss issues or concerns. Also, include how regular contact with the parent/caregiver will be maintained.

#### Assessments

- Educational and vocational assessment shall be administered with fourteen (14) days of admission, unless a recent assessment has already been completed.
- Assessments shall include at a minimum: academic assessments, learning styles inventory, vocational assessment, suicide risk factor screening, and psychosocial/social history inventory.

#### Individual Client Record

Each youth's Individual Client Record (ICR) shall include, but not be limited to the following records, and shall be maintained according to the following outline:

- Section One — Intake

- Photograph (on top).
- Initial intake information.
- Program rules and policy signed by youth and parent.
- Approved visitor contact list.
- Grievance forms, if applicable.
- Verification of rights.
- All release forms.
- Any identifying documentation.
- All pre-dispositional reports, if applicable.
- Emergency Medical Information Data Sheet. (All other medical information shall be in the Medical Record only.)
- If the youth is a youthful offender (YO), a subsection entitled "Parole" shall be created to include:
  - The Pre-Sentence Investigation (always on bottom); and
  - All other parole related documents, to include correspondence making a parole recommendation.

- Section Two — Classification/Education

- Special notices (always on top on colored paper).
- Administrative Transfer Request (ATR) information, if applicable.
- Psychosocial/Social History/Needs Assessment, any other classification data.
- Referral to other agencies.
- A subsection entitled "Education" shall be created to include:
  - Copy of the Individual Learning Plan (ILP) or the Individual Learning Plan Addendum (ILPA);
  - Education progress reports, grades, academic assessments, and notations
- Copies of Mental Health Assessments, if approved by the Mental Health Professional doing the Assessment.



- Suicide risk factors screening.
- Section Three — Individual Treatment Plan
  - Orientation Treatment Plan.
  - Individual Treatment Plan with 60-day, 120-day, and 180-day reviews.
  - Treatment work verification and substance abuse tracking, if applicable.
- Section Four — Program Progress
  - Treatment Team Summaries with signatures, including transition plan.
  - Individual and group counseling documents.
  - Documentation of contact with family/caregiver.
- Section Five — Miscellaneous
  - Incident reports.
  - Other behavioral reports.
  - A subsection entitled "Miscellaneous" shall be created to include:
    - Correspondence; and
    - Any other document that does not fit in one of the above sections.
- Section Six — Legal
  - Resident record card for YOs (always on top).
  - Judgment/Commitment orders.
  - All other court documents:
    - Correspondence;
    - Any other document that does not fit in one of the above sections.

#### Treatment

- A licensed behavioral health professional shall oversee the provision of appropriate behavioral health care for students.
- Students shall be screened upon admission for suicide risk factors.
  - All staff should be trained regarding verbal and behavioral cues of suicide risk and should observe students for signs of vulnerability, trained to recognize high-risk behaviors and high-risk periods of potential suicidal behavior.
  - All students shall receive suicide prevention training by September 15 of each school year as described in KRS 156.095 (6).
- The statewide child abuse hotline number and the National Human Trafficking Reporting Hotline number shall be prominently displayed. KRS 156.095 (8).
- The Orientation Treatment Plan procedures must:
  - Be completed within one (1) week of admission; and
  - Use the DJJ Orientation Treatment Plan form.
- Counseling services shall utilize a trauma informed approach and evidence based practices.
- Substance abuse education shall be available.
- Counseling services provided on an emergency basis and upon student's request, as needed.
- Individual counseling shall be:
  - Conducted a minimum of one (1) scheduled hour per week.
  - Documented in the individual client record (ICR) within seven (7) days.
  - Utilized to help the youth make changes in thinking and behavior consistent with pro-social norms.
  - Utilized to assist youth in meeting goals and tasks identified on the student's ITP.
- Group counseling shall be:



- Conducted for one (1) hour at a minimum of two (2) times per week.
- Documented by summary in the individual client record (ICR) within seven (7) days.
- Groups are limited to twelve (12) students in any one session.
- Utilized to help the student make changes in thinking and behavior consistent with pro-social norms.
- Utilized to discuss specific and common issues, conflicts, and concerns.
- Family counseling shall be available where indicated.
- Treatment team shall meet on a weekly basis.
  - Treatment team shall include the student, the student's family, Juvenile Service Worker, youth counselor, certified educational staff, youth worker staff (if available), and other approved individuals.
  - Youth shall meet with treatment team at least every ten (10) school days.
  - The treatment team shall be responsible for making all treatment decisions regarding the student.
  - The youth counselor shall document the treatment team meeting in the hard case file within seven (7) days of the treatment team meeting date. Entries shall be made prior to the next scheduled treatment team meeting.
- If a student is in need of a referral based on a mental health concern, parents or guardians shall be contacted.
- An Individual Treatment Plan (ITP) conference shall be completed within 10 school days of admission.
  - The youth, parent or caregiver, and JSW, if applicable, shall be invited to attend the ITP conference.
  - Family identified natural supports may be included in the ITP conference upon request from the parent or caregiver, and
  - Members of the assigned treatment team shall participate in this conference.
  - The ITP shall include measureable interventions/tasks.
  - The ITP shall include an initial transition plan.
  - An ITP shall be accompanied by a signature sheet that is signed and dated by ITP conference participants.
  - The ITP shall be reviewed, dated, and signed by a licensed behavioral health professional.
  - A copy of the ITP shall be given to the youth, parent or caregiver, and upon request to any applicable agency or court and placed in the ICR within fifteen school (15) days.
- The ITP shall be reviewed at least every sixty (60) days and updated as needed. If the date of the review falls on a weekend or holiday, the conference shall be held prior to the designated review date.
- A Treatment Team meeting shall be held thirty (30) days prior to a youth's transition or discharge to complete a transition plan dated with signatures and titles of the multidisciplinary Treatment Team members in attendance. Each student must meet with the Treatment Team at least once prior to returning to their home school.
- For any youth transitioning back to the regular public school setting, a transition plan shall be completed and a transitional planning conference may be held ten (10) school days prior to the youth's anticipated release to support the youth in their reentry into the appropriate school setting.

#### Medical

- Provide access to emergency medical and dental care while youth are at the program.
- Health care procedures shall be written in the program's Standard Operating Procedure Manual.



- Health trained staff shall coordinate the provision of health care according to school district policy.
- Only personnel trained in the administration of medication shall perform the administration of medication.
  - Medication shall be counted for accuracy upon arrival at the school.
  - Medication shall be secured using key control procedures.
  - Staff administering medication shall initial the Medication Administration Record (MAR) each time a dose is administered.
  - Controlled substances are double locked and counted and recorded each time the medication keys change hands.
  - Medication that is prescribed by a health care provider shall be administered following the established treatment plan.
  - Over-the-counter medication shall be administered by health-trained staff following school district policy.
- Parental consent shall be obtained upon admission for medical, dental, and behavioral health treatment.
- Any medical attention administered shall be recorded in the student's file.
- Students shall be screened for any health care needs on the day of admission. If a problem is suspected, parents or guardian shall be contacted and assisted, if appropriate, in finding the proper community resources.
- Proof of immunization shall be required within 30 program days of admission. 902 KAR 2:060
- Family planning education and counseling regarding aspects of sexuality shall be available in the program or by referral to appropriate community providers.
- Emergency medical back-up plans shall be included in the program's Standard Operating Procedure Manual. These plans shall include an alternative hospital emergency service or a primary health care provide "on call" service. Plans shall be communicated to all employees.
- All staff shall be trained to administer first aid while waiting for medical personnel to arrive. First aid kits shall be available.
- When a student is suspected of or observed ingesting chemicals, the Poison Control Center shall be contacted immediately. Care shall be provided per Poison Control Center instructions.
- Students shall be screened for drug and alcohol abuse prior to admission to the program by trained, gender appropriate staff. Random screenings may be administered based on cause or court order.
- Drug and alcohol relapse prevention education shall be provided.
- Students who demonstrate signs of intoxication or withdrawal shall be transferred for medical clearance.
- If a student is seriously injured, seriously ill or attempted suicide, the student's parents and the DJJ Commissioner shall be immediately notified. An incident report shall be completed and forwarded to DJJ Administration within twenty-four (24) hours.
- In the case of a student death, Emergency Medical Services (EMS) and law enforcement via 911 services shall be immediately notified.
  - Staff on duty shall not disturb the body or the immediate area beyond any action necessary to check for vital signs or provide emergency resuscitation techniques.
  - The school shall notify the DJJ Commissioner and the Juvenile Service Worker (JSW) as soon as possible.
  - Staff shall not provide statements to the press.
  - Staff with direct information regarding events surrounding the death shall document this information on an Incident Report. Names of students, teachers, and all involved persons,



time Coroner was notified and pronouncement of death given, subsequent notifications of parents and guardians shall be recorded. All pertinent notifications and significant facts related to the death shall be fully documented in the ICR.

- A complete copy of all records relating to the youth shall be forwarded to the DJJ Office of Legal Counsel within seventy-two (72) hours.
- School shall not discriminate against a student with Human Immunodeficiency Virus, Acquired Immunodeficiency Syndrome, or Sexually Transmitted Infection (HIV, AIDS, and STIs).
  - The following factors may assist in determining whether to continue placement in school:
    - The ability of the student to manage aggressive or sexual behaviors;
    - The maturity and ability of other students in the program to protect themselves from infection; and
    - The availability of medical treatment, as needed.
  - These factors shall not in themselves preclude the student's continuation in the program, but shall be considered in relationship to the program's structure and supervision capabilities.
- An infection control program shall be in place to monitor the incidence of infectious and communicable diseases among students. The program shall:
  - Promote a safe and healthy environment;
  - Reduce the incidence and spread of disease;
  - Assure that student infected with these diseases receive prompt care and treatment; and
  - Provide for the completion and filing of all reports consistent with local, state, and federal laws and regulations.

### Behavior Management System

- Develop a code of acceptable school behavior and disciplinary measures that are consistent with the approved day treatment solicitation of application and contract with the Department.
- Disciplinary measures shall not interfere with educational programming, except if there is substantial evidence to justify otherwise.
- Students shall be made aware of the rules, consequences, and safety and security responses as part of the program orientation.
  - Students shall receive a student handbook upon admission.
  - Rules and sanctions shall be conspicuously posted in the school.
- A system of graduated responses for rule violations shall be established.
- Incentives may be used to reward or motivate positive behavior.
- The program's system for behavior management shall include alternative to suspension and expulsion.
- Before a DJJ youth is considered for a home school program by other means than expulsion or homebound via doctor, it must be approved by DJJ.
- Sanctions may be used to teach students more constructive and socially acceptable methods for responding to their environment and provide a safe and secure program for students and staff.
  - Sanctions shall:
    - Be used when dealing with unacceptable behavior; and
    - Be natural, logical, and appropriate.



- Sanctions shall not:
  - Be used to demonstrate a staff member's authority over students;
  - Be physically abusive, verbally abuse, or used to dehumanize or humiliate youth;
  - Include the withholding of meals, snacks, educational access, required recreation; or
  - Include the use of restraints or isolation.
- Any sanctions issued for a rule violation shall be documented in the student's ICR.
- Staff shall model appropriate behavior.
- Staff shall discourage and deter inappropriate behavior by students.
- Staff shall reinforce positive behavior by students.
- Staff shall utilize least restrictive behavior management techniques that will safely manage student behavior.
- Staff shall utilize approved and trained methods for the management of youth.
- Physical restraint shall only be used when a youth presents a clear danger to himself, others, or property and shall only be performed by staff trained in the program's approved physical restraint procedures according to school district policy.
- Any use of physical restraint or management shall be documented.
- Mechanical restraints are prohibited.
- Incidents which present an imminent threat to the safety or security of a DJJ committed student shall be immediately reported to DJJ Commissioner. An incident report shall be completed.
- No individual student or group of students shall be given control or authority over other students.

### Environmental

- School shall comply with applicable federal, state and local sanitation and health codes.
- An Environmental Health and Safety Plan shall be included in the program's Standard Operating Procedures Manual. The Environmental Health and Safety Plan shall include procedures for:
  - Annual inspection of the program's potable water source and supply conducted by the local company supplying the program's water;
  - Handling and disposing of liquid and solid waste in compliance with the requirements of all local, state, and federal agencies;
  - Handling and discarding of contaminated materials and sharps in compliance with OSHA Standard 1910.1030;
  - Universal Precautions and the issue and use of Personal Protective Equipment (PPE) in compliance with OSHA Standard 1910.1030;
  - A vermin and pest control program; and
  - Routine inspection for general cleanliness.
- School shall provide a dietician approved, nutritionally adequate menu with allowances for special diets to meet the medical and religious requirements of individual students.
  - Food services shall comply with applicable state and local sanitation and health codes, including applicable sections of the State Food Service Code 902 KAR 45:005.
  - All foods shall be properly stored using guidelines of the local Health Department.
- Animals housed in the school shall have a written plan of care, which includes staff responsibilities.
  - All animals shall have adequate immunizations, licenses, and humane treatment.
  - Student encounters with animals shall be supervised for protection of the student and the animal.



### Safety and Security

- School shall follow the provisions of the Safe Schools Act/Senate Bill 1, 2019.
- Develop a program-specific Emergency Procedure plan to address weather and other emergencies and train all staff annually on such procedures. The Emergency Plan shall delineate procedures in accordance with KRS 158.162 and KRS 158.164.
  - Establish primary and secondary escape routes for all rooms. Post the routes in each room by any doorway used for evacuation.
  - Identify the best available severe weather safe zones and post the locations of safe zones in each room of the school.
  - Develop practices for students to follow during an earthquake.
  - Develop and adhere to practices to control access to the school building.
  - Conduct emergency response drills to include severe weather drills, earthquake drills, and lockdown drills according to KRS 158.162 (5).
- The district shall have an anonymous reporting tool that allows students, parents, and community members to anonymously supply information concerning unsafe, potentially harmful, dangerous, violent or criminal activities, or the threat of these activities to appropriate public safety agencies and school officials.
- If the school district is participating in a Kentucky Center for School Safety audit, the contracted day treatment program shall be included in the audit process.
- The school shall promote safe work practices and minimize illness and injury to employees and students through the reduction of exposure to blood borne pathogens in accordance with the Occupational Health and Safety Standards (OSHA reference 29 CFR 1910.1030).
- Teachers shall sign in and out of the program each day. The documentation shall include a record of arrival and departure times.
- All entrance doors shall be locked at all times.
- School shall establish procedures, which provide for the safety, security, control, management, and storage of tools, sharps, and hazardous materials including culinary tools, medical equipment and flammable, toxic, caustic, and other hazardous (FTC) materials. Standard Operating Procedures shall include:
  - Inventory procedures for all tools, sharps, and FTC materials stored within the school.
  - A tool control system.
  - Storage of all FTC materials shall be in accordance with applicable fire and safety codes and Environmental Protection Agency (EPA) regulations.

### Alleged Abuse Reporting

- Procedures for following KRS 620.030. Duty to report dependency, neglect, or abuse.
- Procedures to notify the Department's Education Branch of any alleged abuse within the program within 24 hours of becoming aware of the allegation.
- Procedures to notify the Department's Education Branch immediately of the media's request for information and/or coverage of the day treatment, its personnel or youth actively enrolled in the program.

### Training / Professional Development

- Procedures for training and professional development shall include:



- Training to maintain adequate and competent staff necessary to provide services;
- Initial training that includes: program operating procedures; working with at-risk youth; behavior management system; youth orientation handbook; physical restraint skills; program safety security procedures; and suicide signs and symptoms;
- A yearly training plan for each staff that includes a review of: physical restraint skills; program safety/security procedures; suicide signs and symptoms, and new or revised standard operating procedures;
- Documentation of training; and
- Demonstrate an effort to establish a program-wide positive behavioral environment for both staff and students such as the Positive Behavioral Interventions and Supports (PBIS) program.

#### Management/Leadership

- One full-time, on-site principal/head teacher/school administrator is responsible for all aspects of the program.
- One full-time, on-site principal/head teacher/school administrator will participate in management meetings/trainings designed by DJJ for Contracted Day Treatment Program Directors.
- One full-time, on-site principal/head teacher/school administrator shall ensure:
  - Staff adherence to procedures manual;
  - Submission to DJJ by the 5<sup>th</sup> of each month a complete, accurate, and cumulative Monthly Medicaid Report;
  - Submit to DJJ by the 15<sup>th</sup> of each month a completed program report to include expenditures. Procedures are in place to address youth absences from the program and to accurately report absences in Infinite Campus;
  - Monthly auditing of youth treatment files for content, timelines met, and quality of documentation;
  - All files are audited at least quarterly;
  - Youth treatment files are uniformly compiled;
  - Youth treatment files are kept confidential and secure;
  - Staff adhere to Employee Code of Ethics/Conduct;
  - Documentation of monthly staff meetings that includes an agenda, sign-in with name and title of those in attendance and meeting minutes;
  - Program staff cooperates during the annual Education Branch monitoring;
  - The program will encourage completion of all student surveys, staff surveys, and collateral contact surveys requested as part of DJJ monitoring;
  - When requested, a Program Improvement Plan is developed and submitted within 30 days of receipt of the final monitoring report to address any issues noted during the Department's Education Branch monitoring;
  - There is a process for evaluating employees' performance;
  - Substitute teachers are available when teachers are absent all or part of a school day;
  - There is a plan to ensure adequate housekeeping and maintenance of the facility
  - There is annual review of Standard Operating Procedures, and approval;
  - Standard Operating Process are made available to all staff and volunteers;
  - and, available community resources are identified and utilized.



## Budgets

The budget should incorporate the total revenues and sources, confirmed or estimated and total expenses. Revenues should include the request from the Department, as well as any other projected incomes. Total expenses should include itemized personnel costs for each position and itemized operating cost. Personnel cost, transportation, training and other expenses must be clearly identified by amount and source in this budget.

Operating costs of the facility, food, and transportation should be worked out with the local Board of Education. Your budget request from the Department should include personnel, fringe, and those operation costs directly attributed to treatment service personnel. The total prepared budget should, however, reflect total program costs and all sources of revenues. Please note, teacher's salaries and benefits should not be funded by the Department of Juvenile Justice. If you put the teacher's salaries and benefits under DJJ costs, you will be requested to realign your budget.

The budget narrative is an explanation of each line item of the budget. Any total cost which has more than one component in the total, should be broken down into individual costs, for example, fringe benefits could include F.I.C.A. and health insurance.

YOUR BUDGET MUST CLEARLY REFLECT WHAT LINE ITEM (S) ARE BEING CHARGED TO THE DEPARTMENT PORTION OF THE BUDGET, AND WHAT ITEM (S) WILL BE CHARGED TO OTHER FUNDING SOURCES.

## Attachments

Need not contain any narrative explanation, but should include copies of the following documents:

- Articles of Incorporation (if incorporated);
- Copy of standard operating procedures and policies;
- Provide a school calendar that identifies local school district instructional days, instructional/direct service days beyond the local school district calendar, professional development days, holidays, vacation days, and non-instructional days;
- A daily program schedule for instructional/treatment time per day for each day beyond the local school district calendar;
- An organizational chart detailing the lines of supervision, positions, names and titles for each individual;
- Staff vitae;
- Copy of Youth Orientation Handbook; and
- Comprehensive Inventory of items valued at over \$500 with an estimated life of one year or more purchased through this funding source.

## Conditions:

The Department reserves the right to fund all, part, or none of any individual services to the extent necessary to maximize the provision of Day Treatment Services. Receipt of an application by the Department or submission of an application to the Department confers no rights upon the submitting agency nor obligates the Department in any manner.



Applicants are advised that: a) Any contract awarded shall be governed by applicable laws of the Commonwealth of Kentucky; b) The contents of the successful renewal application shall become part of any contract awarded; and c) The Department reserves the right to request application amendments or modifications after the initial receiving date and during the entire contract period.

Please send an original and (1) copy of the renewal application and required documents by 4:00 p.m.

E.S.T., May 8, 2020, to:

Shannon Jett  
 Department of Juvenile Justice  
 1025 Capital Center Drive, 3<sup>rd</sup> Floor  
 Frankfort, Kentucky 40601

CONTRACTOR NAME: N/A

NAME OF STAFF MEMBER

POSITION/TITLE OF STAFF MEMBER

Lonnie Strader	Principal
Ashley Gaines	Social Worker
Robyn Richardson	Guidance Counselor
Alan Hall	Special Education Teacher
Lee Allan	Special Education Teacher
James Wilcox	Teacher
Cynthia Dougherty	Teacher
Leigh Hogart	Classroom Instructional Assistant
Shala Cullen	School Secretary






Date: 4/29/200

LEGAL DOCUMENTATION AUTHORIZATION

I hereby authorize the following person(s) to sign agency legal documents from this agency in accordance with the terms of the contract with the Justice Cabinet/Department of Juvenile Justice.

PRINTED NAME

SIGNATURE

1. Deanna D. Ashby

\_\_\_\_\_

2.

\_\_\_\_\_

3.

\_\_\_\_\_

\_\_\_\_\_  
Authorized Official's Signature

\_\_\_\_\_  
Title

\_\_\_\_\_  
Agency Name

\_\_\_\_\_  
Address

Date:

\_\_\_\_\_



INVOICE AUTHORIZATION

PRINTED NAME

SIGNATURE

1. Deanna D. Ashby

\_\_\_\_\_

2. Marty Cline

\_\_\_\_\_

3. Eydie Tate

\_\_\_\_\_

\_\_\_\_\_  
Authorized Official's Signature

\_\_\_\_\_  
Title

\_\_\_\_\_  
Agency Name

\_\_\_\_\_  
Address

\_\_\_\_\_



## BUDGET

### Revenues

Department of Juvenile Justice (Current Allocation)	\$176,297
United Way	\$
Other, describes source & amount	\$
Total Revenues	\$176,297

### Expenses

#### Total Expenses

#### \*Department

#### Other Sources

### **Personnel Costs:** (excluding teacher salary)

Principal (full-time)	\$37,008.00		
Social Worker (full-time)	\$131,278.00		
Social Worker (KTRS)	\$3,939.00		
Social Worker (Medicare)	\$1,904.00		
Social Worker (Unemployment)	\$120.00		
Social Worker (Workers Comp)	\$1,247.00		
Social Worker (Life)	\$53.00		
Social Worker (Vision)	\$172.00		
Social Worker (Dental)	\$576.00		

### **Operating Costs:**

Rent:			
Utilities:			



Telephone:			
Office Supplies:			
Postage:			
Cleaning Supplies:			
Food:			
Insurance:			
Transportation:			
Other (describe):			
Total:	\$176,297.00		

\*Specific line items being charged to the Department Request

### REQUIRED INFORMATION THAT MUST BE SUBMITTED:

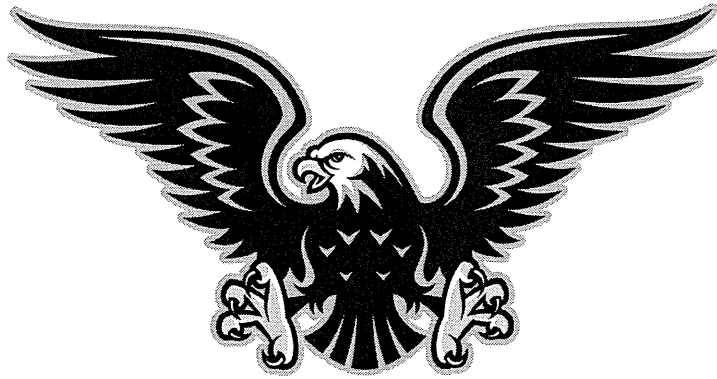
1. Your agency's Standard Operating Procedure Manual including policies that clearly detail all the information that has been required in pages 2-6. Please send only the procedures that are requested in the application.
2. A Budget that reflects the total funding of your program for Fiscal Year 2021 (July 1, 2020 through June 30, 2021) and Fiscal year 2022 (July 1, 2021 through June 30, 2022).
3. A Budget Narrative for any total cost which has more than one component in the total, should be broken down into individual costs, for example, fringe benefits should include F.I.C.A. and health insurance.
4. Completed page(s) 8, 9, and 10.
5. An organizational chart detailing the lines of supervision, positions, names and titles for each individual;
6. Copies of Staff Vitae's.
7. A school calendar for Fiscal Year 2021 and Fiscal Year 2022 (July 1, 2020 through — June 30, 2021). . This calendar shall detail the local school district instructional days, instructional/direct service days beyond the local school district calendar, professional development days, holidays, vacation days, and any non-instructional days.
8. A daily program schedule for instructional/treatment time per day for each day including beyond the local school district calendar.
9. In the daily schedule, show theme-based, student-centered, or project-based instruction for students.
10. A copy of the Youth's Orientation Handbook.



11. Comprehensive Inventory of items valued at over \$500 with an estimated life of one year or more purchased through this funding source.
12. You will send an original copy of the requested information and attachments and one (1) copy of all the material.



# *HOPKINS COUNTY DAY TREATMENT*



## **Standard Operating Procedures Manual**

**2020-2021**



### **MISSION STATEMENT AND PURPOSE**

The primary mission of HCDTP is to help students improve their self-control and self-respect. The program objectives include the prevention and treatment of delinquency and the prevention of unnecessary institutionalization of youths. The program also provides transitional services for those youths who have been in residential treatment or other alternative and day treatment programs. Also, the day treatment program provides a structured environment for youths so they may continue their education or help prepare for the GED. It allows them the opportunity to remain in the community with their families to resolve problems and receive treatment. The program serves male and female school-age youths (ages 12 to 18) who reside in the local community, but who function poorly in school and/or at home because of irresponsible or inappropriate behaviors. Individual counseling, family counseling, group counseling, academic instruction, GED instruction, work experience/employability skill instruction, and community involvement activities are some of the Day Treatment services. The Day Treatment program will operate within a traditional school day to provide the opportunity for peer-interactions and to promote family involvement and supervision outside of the school day.

### **TREATMENT PHILOSOPHY**

The treatment philosophy of the Hopkins County Day Treatment Program shall be anchored in the belief that comprehensive strategies are needed to combat youth issues in the community. These strategies begin with strengthening the families in their primary role of instilling respectable values, providing guidance and support to children, and supporting core social institutions such as schools and religious and community organizations in their roles of developing capable, mature, and responsible youth.

### **REFERRAL AND ADMISSION CRITERIA**

Hopkins County Day Treatment Program will provide services to youth probated and committed to the Department of Juvenile Justice and to youth non-committed to the DJJ as well as FAIR Team referrals, if found acceptable. Youth may be accepted for conduct that disrupts the educational process within his or her school and may be assigned to the Hopkins County Day Treatment Program by the Superintendent of Schools or their designee.

The Department of Juvenile Justice and the Court System will be informed if there are any vacancies in the program; this process will be randomly conducted by electronic mail. At the beginning of each fiscal year beginning in July, Hopkins County Day Treatment will email, fax, or hand deliver to all referral sources a copy of Hopkins County Day Treatment Referral Process and Procedures. However, as changes and updates with program process and procedures occur, Hopkins County Day Treatment will provide the new version to our service providers.

The staff is developing effective strategies to engage students in active learning, to analyze situations to prevent behavioral problems and to build trustful relationships. The focus will be on the enhancement of social integration skills and the development of academic skills. Rewards are used to motivate students. Odysseyware is used for students to earn grades and credits. Parents are informed about school activities through a letter and a Parent-Teacher Conference.



### **PRIORITY ADMISSION TO HCDT**

The following students shall receive priority admission at Hopkins County Day Treatment:

1. DJJ youth transitioning from a residential program
2. DJJ youth transitioning from or into a contracted therapeutic foster home
3. Youth adjudicated on delinquent offenses
4. Youth at risk of out of home placement
5. Youth with serious behavioral issues in the school and the community

### **SCHOOL REFERRAL TO HCDT**

Each referring school can determine which student they feel would benefit from the programming at Hopkins County Day Treatment.

1. If a student is going to be placed at HCDT, whether long or short term, that approval must first come from Hopkins County Schools District Administration.
2. If that approval is granted, the "sending" school administrator in charge of the situation should make contact with the HCDT principal to set up an intake meeting.
3. The HCDT principal or designee will arrange a date and time for the intake meeting and share it with the "sending" school administrator.
4. The "sending" school administrator will contact the parent/guardian of the student and share the intake meeting date and time.
5. Once the parent is aware of the intake meeting, the "sending" school administrator will email the HCDT principal regarding the status of said meeting.
6. Upon receipt of the email, the HCDT principal or designee will contact the parent/guardian regarding specific student rules for the intake meeting/day 1 at HCDT.

### **ADMISSION PROCEDURES**

When a decision has been made to accept a student into the program, the parent(s) or guardian will be notified of an intake meeting. The Program Director or designee will:

1. Arrange a convenient time for the meeting.
2. Secure parental consent in writing for:
  - a. Individual evaluations (educational and /or psychological)
  - b. Individual and group counseling,
  - c. Development of an Initial Treatment Plan for the youth
  - d. The youth's participation in field trips and other activities.
3. Inform the youth and parents of the available transportation, lunches, program rules, and purpose of the program. Youth and parents will be informed that while at the program, the student will be given a program designed to modify his/her behavior to acceptable standards.
4. Secure the youth's signature to agree to abide by the basic rules and operating principles of the Hopkins County Day Treatment Program.
5. Inform youth of his or her civil rights and explain how students can file a complaint.
6. Secure program information on the youth including emergency cards and check out information.
7. During the interview process, parent and youth are oriented to the program by the staff who explains the program rules, the phase system, and the treatment team process. Parents and youth are given a tour of the facility. Parent/youth will receive



- a Day Treatment Orientation Packet, which goes into more detail about the program and its policies and procedures.
8. An orientation handbook is given to parents/youth during the initial interview that includes at a minimum
    - a. Mission statement
    - b. Treatment philosophy
    - c. Program description/History
    - d. Behavior Management System
    - e. Searches
    - f. Youth rights
    - g. Youth progression through the program
    - h. Grievance process
    - i. District approved process for awarding credits towards a diploma
    - j. Dress code
    - k. Attendance policies
    - l. School contraband
    - m. Daily program schedule
    - n. Transportation
    - o. Program rules
  9. Family involvement and support are seen as integral components to the Hopkins County Day Treatment Program. Part of the mission of the program is to provide family therapy and counseling, depending upon the needs of the individual student and family. Regular involvement by the family will occur as part of the youth's participation in the program, regardless of the counseling needs. Contact with the parents or guardian of each student will occur at least every two (2) weeks. Communication may come in the form of a brief written progress report, telephone contact, or point sheet. Counseling and social services staff will schedule face-to-face contact with the parents or guardians at least once each month. This may not necessarily be a formal family therapy session, but could involve a conference with a parent at the facility regarding treatment planning and review.



## ASSESSMENTS

Assessments will be completed prior to the development of the Individualized Treatment Plan (ITP) and the Individual Plan of Instruction (IPI) according to the timeframe of youth's enrollment and grade classification.

1. TABE
2. Learning Styles Inventory
3. Career Scope

Upon the arrival and enrollment of all youth to the Hopkins County Day Treatment, every effort will be made to complete all required assessments. These assessments will be administered within the classroom setting and by HCDT staff members. Assessments will be noted on the IPI and ITP by the counselor. Assessments will be completed within 21 days of the student's enrollment.

## INDIVIDUAL CLIENT RECORD

Included In The Individual Client Record:

### **Procedure One – Referral/Admission /Orientation**

- Copy of Pre-Dispositional Report and /or Court Ordered Conditions (if applicable)
- School Records
- Verification of Rights
- Psychological, mental health reports (if applicable)
- Orientation Individual Treatment Plan (ITP) within one week of admission
- Grievance Procedures reviewed and signed by all required parties
- Orientation/Admission Packet reviewed and signed by all required parties

### **Procedure Two - Assessment Materials Completed by the Program Prior to Development of the ITP**

- Academic Assessment(s)
- Career Scope®
- Learning Styles Inventory
- Psycho-social/Social History

### **Procedure Three – Weekly Progress/Treatment Team Summary with documentation of all content areas. (Documentation of attendees, discussion on the course treatment, progress on existing goals, or new goal/tasks identified)**

- Documentation that the youth meets with his/her treatment team at a minimum of every other week to review ITP.
- DJJ Student Individual Counseling (minimum of 1 hour per week) directly related to goals/tasks/interventions on the ITP with dates, substance and participation documented.
- DJJ Student Group Counseling (minimum of 2 one-hour sessions per week) with dates, topic(s) and participation documented.
- Documentation of family, guardian and/or custodian contacts per program procedures manual



- Documentation of community worker/collateral contacts per program procedures manual

**Procedure Four – Within 21 Calendar Days of Admission**

- ITP conference held and development of ITP completed within 21 calendar days of admission (Documented via signatures of attendees on the ITP)
- Tasks/Interventions are aligned with goals and are behavioral and measurable with realistic time frames and actions required by all parties.
- All content areas of ITP are complete
- Initial Aftercare Plan is developed and attached to the ITP (pages 11-12 of the ITP form)
- ITP is signed by Qualified Mental Health Professional (QMHP) (page nine of the ITP form)
- IPI and IEP, if applicable, are utilized when developing the ITP

**Procedure Five – 60-day Reviews (every 60-calendar days from date of ITP implementation)**

- 60-day ITP review with documentation of all content areas (community worker, parents and other participants notified and invited to the review)
- 120-day ITP review with documentation of all content areas (community worker, parents and other participants notified and invited to the review)
- 180-day ITP review with documentation of all content areas (Participants will re-sign the ITP, including the QMHP) (community worker, parents and other participants notified and invited to the review)
- Reviews of ITP beyond the 180-day review continue on the 60-day, 120-day and 180-day schedule as long as a youth is a part of the program

**Procedure Six – Aftercare Plan (Initial plan complete within 21 days, Final aftercare complete 30 days before the youth or client exit the program.)**

- Aftercare Plan is complete 30 days prior to transition/discharge from the program per program procedures manual.



## **TREATMENT**

### **Individualized Treatment Services**

The goal of the Hopkins County Day Treatment is to provide a comprehensive array of services for at-risk youth directed toward preventing delinquency, providing efficient rehabilitation services, and altering the rate of recidivism while minimizing risk to the community. In seeking to rehabilitate delinquent youth, the Hopkins County Day Treatment Program recognizes the importance of viewing each youth as an individual with unique needs by developing individualized treatment plans and individualized education plans designed to facilitate each youth's treatment.

### **Treatment Team Procedures**

The treatment team consists of the HCDT staff and student. Parents, guardians, court designated workers, impact workers are all welcome to attend and contribute to the treatment team. The purpose of the treatment team is to work from an interdisciplinary approach in bringing together, coordinating, and disseminating information. Focus will be on the treatment and educational needs of each student. All members of the treatment team contribute to the development and revision of the treatment and instructional plan. Weekly treatment reviews and conferences are scheduled. Comprehensive reviews of the student's progress that involve the parents are conducted at least every 60 days.

### **Orientation Treatment Plan Procedures**

Once a youth has been accepted into the program, the parents will be notified by their community worker or HCDT personnel and an intake meeting will be scheduled.

The intake meeting will be scheduled as soon as possible:

1. Parent will transport student to school on the first day, meet with the receiving counselor, and sign necessary enrollment forms. For students enrolled under DJJ, this would include completion of family history and orientation treatment plan.
2. Parents will be provided information regarding transportation, lunches, program rules, and purpose of the program. Youth and parents will be informed that while in the program, they will participate in a program that is designed to teach new behaviors and ultimately diminish emotional and/or emotional difficulties.
3. HCDT personnel will review the handbook with the parent and student related specifically to dress code, transportation, cell phones, weapons, contraband, etc. Once the rules have been reviewed, parent and student will provide their signature stating the rules have been reviewed with them.
4. HCDT personnel will inform the student about his/her civil rights and how they can file an emergency complaint.
5. HCDT personnel will inform parents that all staff are trained in Safe Crisis Management and will only utilize the procedure if their child represented a danger to self or others.
6. HCDT personnel will review medication procedures with parent and student.
7. Parent and youth will be given an explanation of the program and the students' responsibilities in order to return to their sending school.



### **Individual Treatment Plan Procedures**

While enrolled at Hopkins County Day Treatment, students will have an Individual Treatment Plan that will consist of the following:

1. Team meeting within 21 calendar days of the youth's admission
2. Review of all assessment results
3. DJJ forms completed, signed, and dated
4. Measurable interventions/tasks
5. An aftercare/transition plan
6. ITP reviewed, dated and signed by a Qualified Mental Health Professional (QMHP)

### **Individual Treatment Plan Review Procedures**

1. Full completion, on a weekly basis, of the DJJ Weekly Treatment Team/Progress Summary Form for each youth with signature and date of person completing form.
2. A multidisciplinary Treatment Team meeting to review each youth's ITP every two weeks documented on the DJJ Weekly Treatment Team/Progress Summary Form dated with documentation of whom was in attendance.
3. A multidisciplinary Treatment Team meeting to formally review each youth's ITP every 60 days from date of the implementation of the ITP using the DJJ 60-day Review Form dated with signatures and titles of the multidisciplinary Treatment Team members in attendance
4. A 180-day review of the ITP signed by all treatment team members and QMHP.
5. A multidisciplinary Treatment Team meeting 30 days prior to a youth's transition or discharge to complete an aftercare/transition plan dated with signatures and titles of the multidisciplinary Treatment Team members in attendance

### **PROCEDURES FOR ACCESSING MENTAL HEALTH AND SUBSTANCE ABUSE SERVICES**

1. Staff shall be on alert for the possibility that program youth may need psychiatric intervention. Indicators of a possible need for psychiatric services include:
  - a. Suicide attempts or self-destructive behavior.
  - b. Sudden change in behavior, such as excessive sleeping, over eating, periods of crying or withdrawal.
  - c. Overly aggressive behaviors
  - d. Fainting spells or blackouts
  - e. Extended periods of nightmares or insomnia
  - f. Speech or behavior suggesting hallucinatory activity or delusional thought processes
  - g. Speech or behavior suggesting the existence of a previously undiagnosed neurological disorder (driven involuntary activity, halting speech or motions in coordination, memory or cognitive lapses, staring spells, explosive behaviors, convulsions, tremors, etc.)
  - h. Problem in response (i.e. behaviors) possible related to high level dosage of psychotropic medication.
2. Suspected needs shall be documented in writing by the staff.



3. Staff shall contact the Community Service Worker in the case of DJJ probated and committed youth. Their assistance may also be requested regarding court ordered youth.
4. The Counselor shall schedule a meeting with the youth's parent.
5. The Counselor shall make or assist in facilitating a referral to be made.

### **PROCEDURES FOR COUNSELING**

Counseling is available to all DJJ students. Students will receive one hour of individual counseling and two hours of group counseling services each week. Outside agency counseling may also be recommended to individual youth. Treatment ratio will be one HCDT counselor per 10 youths or one counselor and an aide up to 15 youths based on enrollment.

Family involvement and support are seen as integral components to the Hopkins County Day Treatment Program. Part of the mission of the program is to provide family therapy and counseling, depending upon the needs of the individual student and family. Regular involvement by the family will occur as part of the youth's participation in the program, regardless of the counseling needs. Contact with the parents or guardian of each student will occur at least every two (2) weeks. Communication may come in the form of a brief written progress report, telephone contact, or point sheet. Counseling and social services staff will schedule face-to-face contact with the parents or guardians at least once each month. This may not necessarily be a formal family therapy session, but could involve a conference with a parent at the facility regarding treatment planning and review.

### **BEHAVIOR MANAGEMENT SYSTEM**

#### **BEHAVIOR INTERVENTIONS**

- **REDIRECTION:** Redirections may be used by any of the HCDT staff to deter youth behavior that are not meeting expectations. Redirections may be written, verbal, or both. When a redirection has been issued, the youth have the opportunity to then meet the expectation without further consequence.
- **COUNSELING:** Counseling is a resolution option that gives the student an opportunity to realize his/her undesirable behavior without being removed from the classroom setting. Youth can determine factors that led to the referral, discuss these with their counselor, and develop ways in which the behavior is not repeated. Counseling is a collaborative process with youth working to identify strengths and gain insight on behavior to promote positive change. Counseling is the most preferred resolution option.
- **PARENT CONTACT:** Parent contacts are made may be made in conjunction with counseling services. Parental involvement becomes necessary when undesirable behavior continues and/or the severity of the infraction warrants. Parental collaboration enables the youth the opportunity to continue the treatment plan beyond the program setting. At the time of a parent contact, the parent/guardian may be requested to attend a conference with HCDT staff and the youth.
- **ISOLATED CLASSROOM ENVIRONMENT:** The primary purpose of ICE is to offer a structured, well supervised instructional program to students in lieu of an unsupervised,



unstructured, out-of-school suspension. Assignment to ICE shall not exceed five (5) days per violation. Students assigned to ICE will be in an educational environment isolated from their peers. Students will be assigned by administrators and appropriate classroom work will be provided.

- **SCHOOL ON SATURDAYS (SOS):** The purpose of the SOS program is to provide positive, worthwhile educational experience and a meaningful behavior deterrent. SOS may be issued for specific Code of Conduct violations or for youth who have continuously not met HCDT expectations. SOS is offered as one of several options of consequences available for school administrators to utilize in lieu of out-of-school suspensions. The aim of the SOS program is to prevent that loss of instructional classroom time that accompanies a suspension
- **SUSPENSION:** Suspension shall mean a denial of attendance at any single subject or class or at any full schedule of subjects or classes, or at any other type of activity conducted by or on behalf of Hopkins County Schools for the stated period of time. The suspension shall not exceed ten (10) school days. The student will receive no credit for work missed. For a suspension requiring more than ten (10) days, constitutional due process requires the following procedures:
  - a. written notice of the charges to the student;
  - b. an explanation of the evidence if the student denies the charges - the rule broken must be defensible;
  - c. an opportunity for the student to present his own version of the case at any informal, impartial administrative hearing;
  - d. suspension begins immediately or at the end of the school day depending on the severity of the offense;
  - e. Suspension ends at the beginning of the school day on the morning of the day on which the student returns to school
- **BEHAVIORAL CONTRACT:** A probation period may be the difference between suspension and expulsion. When probation is used, a contract will be drafted stating the names and titles of the persons entering into the contract, the expected or required behavior of the student, and the possible consequences of the violation of that required behavior. In addition, it shall require the signature of the parent/guardian, student, and the principal or his/her designee. The contract will outline and establish a level of behavior which will prevent additional problems. A behavior contract may be implemented at any time during the resolution process.
- **EXPULSION:** Expulsion shall mean a denial of attendance at any single subject or class or at any full schedule of subjects or classes, a denial of attendance at any other type of activity conducted by or on behalf of Hopkins County Schools, and any combination of the foregoing for a period of time not to exceed the current school year. An expulsion shall include denial of admission to or entry upon real or personal property owned, leased, rented, or controlled by the Hopkins County Board of Education. Students may be assigned to another alternate setting as provided for in House Bill 330.



## **PROGRAM CONSEQUENCES**

Non-compliance of expectations may result in the following:

- A loss of privileges in the program
- A revision of the treatment plan
- Extended treatment in the program (phase revocation)
- Additional points to earn (points in holding)
- Isolated Classroom Environment (ICE)
- Saturday Operated School (SOS)
- Suspension

## **REWARDS**

Youth have the opportunity to earn additional privileges and rewards for desired behavior. These opportunities may include casual day, additional recreation time, and bonus points.

## **CRITERIA FOR EARNING SPECIAL EVENTS AND PRIVILEGES (E.G., FIELD TRIPS, MOVIE, ETC.)**

1. Youth has not had or currently having additional points to earn (points in holding) during the week. Youth not meeting the points in holding criteria are not eligible.
2. Youth has not had any disciplinary/misconduct reports filed (program and/or bus behavior) during the week.
3. Youth has earned the daily phase expectation point totals during the week:
  - Orientation – 80 points
  - Learning – 85 points
  - Progress – 90 points
  - Graduation – 95 points
4. Youth has 80% attendance for the week with no unexcused absence and/or tardy.

Youth may earn bonus points according to the following guidelines:

1. Staff may award bonus points to students for completing an extra assignment, voluntary work duties, or display of self-control / respect. These are generally ten (10) bonus points.
2. Youth will be awarded 25 bonus points for returning completed HCDDT forms with the appropriate signatures. This includes the weekly point sheet.

## **USE OF PHYSICAL RESTRAINT**

Per 704 KAR 7:160, all school personnel shall be trained in state administrative regulations and school district policies and procedures regarding physical restraint and seclusion. Every Hopkins County Employee completes Safe School training at the beginning of every year. This training is included in the sessions.

## **DOCUMENTATION OF USE OF THE PHASE AND POINT SYSTEM**

The phase system provides students the opportunity to work through the program by receiving feedback on a daily basis. There are four (4) phases; Orientation, Learning, Progress, and Graduation, which the youth must attain to graduate and be recommended for placement in the regular school. Each student has the opportunity to earn 100 points per day. Youth earn points based on their individual goals, behavior and effort. Expectations for behaviors are posted in



each room. Youth may receive bonus points for exceptional behavior (handling difficult situations well, discouraging others from behaving inappropriately, etc.).

## **BEHAVIOR MANAGEMENT SYSTEM**

### **PHASE AND POINT SYSTEM**

The phase system provides students the opportunity to work through the program by receiving feedback on a daily basis. There are four (4) phases youth must attain to graduate and be recommended for placement in the regular school. Each student has the opportunity to earn 100 points per day. Expectations for behaviors are posted in each room. Youth may receive bonus points for exceptional behavior (handling difficult situations well, discouraging others from behaving inappropriately, etc.)

During Orientation phase, the youth is exposed to the rules and expectations of the program. They will identify the dynamics of his/her particular problem(s) that led to placement in HCDT. As a result, the student and counselor shall draft the Individual Treatment Plan. Youth in Orientation Phase accumulate daily points used towards graduation from the program.

During Learning Phase, youth begin to learn ways to achieve the goals that have been developed in their Individual Treatment Plan. They are learning to problem-solve in socially acceptable ways. Youth in Learning Phase shall earn 85 regular points per day to have privileges the next day.

In Progress Phase, the youth are expected to describe their progress or improvement toward reaching their Individual Treatment Plan goals. At this point, they should be a positive behavior model for the youth in Orientation and Learning phases. They are beginning to demonstrate what they have learned in solving crisis situations during group /individual counseling sessions. Students in Progress Phase shall earn 90 regular points per day to have privileges the next day.

Promotion to Graduation phase marks the beginning of the completion of the program. Students are given more privileges and responsibilities; however the expectations for positive attitude and behavior are higher. Students are actively demonstrating problem-solving techniques and providing model behavior for students in the lower phases. Students shall earn 95 regular points per day to receive program privileges.

Bonus points do not count toward earning these privileges. Weekly treatment team meetings will decide upon youth phase movement.

## **PHASES**

### **ORIENTATION- Phase I**

This is the time in which expectations, rules, and policies are explained to the student. The student will sign and agree to the initial treatment plan. The treatment plan will consist of, but not be limited to, desired behaviors, short and long-term goals. Students will learn HCDT staff and their corresponding role. Students will be exposed to problem-solving strategies, treatment team and other counseling concepts. After the 10<sup>th</sup> day of attendance from enrollment, students



will then become eligible for phase promotion. During the Orientation Phase, students will begin to accumulate daily points. A student earns points by following the program expectations.

Promotion expectations:

1. Maintains appropriate behavioral expectations and daily points.
2. Successfully complete the Orientation Phase Assessment

\*If promotion expectations are not met, youth will be eligible for phase review in one (1) week.

## **LEARNING- Phase II**

Once in Learning Phase the student will learn his/her Individual Treatment Plan. Students will learn and begin to utilize problem-solving strategies.

Students will actively participate in their treatment team sessions and modify their Individual Treatment Plan, if necessary.

Promotion expectations:

1. Minimum of 3000 points to become eligible.
2. Maintains appropriate behavioral expectations and daily points.
3. Successful completion of the Learning Phase Assessment.

\*If promotion expectations are not met, youth will be eligible for phase review in one (1) week.

## **PROGRESS- Phase III**

Once in Progress Phase the student will describe his/her Individual Treatment Plan. Students will expand problem-solving skills to multiple areas of student life. Students will be able to contribute to their treatment team sessions.

Promotion expectations:

1. Minimum of 4,800 points to become eligible.
2. Maintains appropriate behavioral expectations and daily points.
3. Successful completion of the Progress Phase Assessment.

\*If promotion expectations are not met, youth will be eligible for phase review in one (1) week.

## **GRADUATION- Phase IV**

Once in Graduation Phase the student will be able to apply and demonstrate their Individual Treatment Plan. Students should be able to mentor and set examples for the other students to follow. Students will be able to lead their treatment team sessions.

Release expectations:

1. Minimum of 6,000 points to become eligible to successfully leave the program.
2. Maintains appropriate behavioral expectations and daily points.
3. Successful completion of the Graduation Phase Assessment.

\*If release expectations are not met, youth will be eligible for release review in one (1) week.

## **RELEASE FROM THE PROGRAM**

Youth may be released from the program after entering and completing the Graduation Phase. Depending upon the Individual Treatment Plan and the treatment team's recommendations,



youth may also earn a release after entering the Progress Phase. Youth must complete a written and detailed relapse prevention and monitoring plan covering the prevention of, intervention in, and escape mechanisms for high risk situations before being released from the program. Exemptions to the release policy shall include youth that have received maximum therapeutic benefit of the program. Any exemption to the release process will be determined by the treatment team.

### **SUPERVISION AND SECURITY**

Upon arrival to the program, youths will be permitted to enter the school only after passing an electronic hand held scan conducted by HCDT faculty or staff.

<b>HOPKINS COUNTY DAY TREATMENT</b> Supervision of Students 2019-2020	
Bus Loading and Unloading	All staff supervise the unloading and loading of students. Mr. Wilcox will be AM supervisor. Ms. Gaines Will be PM supervisor. Absence adjustments will be made accordingly.
Meals	Ms. Allen, Ms. Gaines, Mr. Hall, Ms. Hogart and Ms. Richardson supervise students during meals.
Halls and Restrooms	All staff, every day, supervise students while they are in the halls and or restrooms.
Time Before and After School	All students report to the cafeteria upon arrival to school, and all staff, supervise students until school starts.

No youth or groups of youth shall be allowed to exert authority over other youth. This includes sanctions or imposing physical restraint. A staff person shall be in charge at all times. Youth may make suggestions during group counseling, but staff shall always make final decisions.

### **STUDENT SEARCH AND SEIZURE**

Students have the protection, as do all citizens, against unreasonable search and seizure of their property. School officials have the right to search students or their property if the officials have reasonable suspicion that the student may be in possession of something that violates school rules or endangers others. Searches will be used when other techniques to remedy the situation have been exhausted, or when there is immediate danger to life or safety. Staff can also search if there is suspicion to believe the search will reveal evidence that the youth has violated a school rule, Board policy, or the law. Items reasonably determined by staff to be a threat to the safety and security of all concerned shall be seized. Items, which may disrupt or interfere with the educational or treatment process, may be removed as well. Such items may be returned to the youth at staff's discretion. HCDT staff may also require the parent/guardian to pick the item up if deemed necessary.



After reviewing the Student Orientation Handbook, each student is required to sign the form below documenting his/her understanding of the information in the handbook.

**TO BE COMPLETE DURING INTAKE MEETING:**

I have thoroughly read/had explained to me, the Hopkins County Day Treatment Orientation Handbook and I understand its contents. I understand I will be searched with a metal detector each day, and any contraband discovered during this search will be relinquished to the faculty/staff of HCDT.

\_\_\_\_\_  
Youth Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Counselor Signature

\_\_\_\_\_  
Date

**CONTACT OF LAW ENFORCEMENT OFFICIALS/PARENTS**

Law enforcement officials shall be immediately contacted when the safety of the students and/or staff is at risk or endangered. Use and possession of weapons, the sale and/or transfer of drugs, and assault behavior endanger the safety of others. Law enforcement officials will also be contacted when a student leaves the facility without permission. Parents/guardians will be immediately contacted as well in these situations.



## HOPKINS COUNTY DAY TREATMENT

110 Sugg Street  
Madisonville, Kentucky 42431  
Telephone (270) 825-6059 Fax (270) 825-6053  
[www.hopkins.kyschools.us](http://www.hopkins.kyschools.us)

### Key Issue Certification

(LIST NUMBERS AND DESCRIPTION OF EACH KEY, AND SIGN ON THE BOTTOM LINE)

We need this documentation for the Key Inventory for ACA file documentation.

**2019-2020**

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_
- 7) \_\_\_\_\_
- 8) \_\_\_\_\_
- 9) \_\_\_\_\_
- 10) \_\_\_\_\_
- 11) \_\_\_\_\_
- 12) \_\_\_\_\_

**Name and position**

\_\_\_\_\_

AN EQUAL EDUCATIONAL OPPORTUNITY EMPLOYMENT INSTITUTION



## **TOXIC AND HAZARDOUS CHEMICALS AND MATERIALS**

1. Keep containers clearly marked with; "Keep out Of Reach of Children", then keep it out in a secured location. If you can purchase a child-safe product instead, then do so.
2. Keep all tools locked up and inventoried.
3. Keep all flammable substances locked up and accounted for.
4. Make sure that white out, sharp pointed scissors, permanent markers, highlighters, etc.; are locked up in a secure location.
5. Clear desks of all toxic and hazardous chemicals and materials.
6. Keep staff vehicles locked while on school property.

## **DRILL SCHEDULE AND LOG**

### **ALLEGED ABUSE REPORTING**

**KRS 620.030 Duty to report dependency, neglect, abuse, or human trafficking-Husband-wife and professional-client/patient privileges not grounds for refusal to report -- Exceptions -- Penalties.** It is the responsibility of the staff member to contact Department of Social Services and the Kentucky State Police when a youth reports alleged sexual abuse or any abuse actions.

**Procedures to notify the Department's Quality Assurance Branch of any alleged abuse within the program:**

1. Any alleged abuse of a youth is to be reported to the Director of the program immediately.
2. The Director will follow the policies and procedures of the Hopkins County Board of Education and the Department of Juvenile Justice in reporting suspected abuse and neglect.
3. Staff shall monitor all youth for any suspicions or allegations of abuse or neglect. Any concerns about possible abuse or neglect shall be reported to the KY State Police, the Program Director, the Superintendent, the Department's Quality Assurance Branch and Department Community Based Services, which is mandated by Kentucky Revised Statutes to investigate all such reports.
4. The Director will notify the Department of Juvenile Justice Quality Assurance Branch of any alleged abuse within 24 hours of becoming aware of the abuse.

**Procedures to notify the Department's Quality Assurance Branch immediately of the media's request for information pertaining to youth or staff:**

The Program Director will notify the Department of Juvenile Justice's Quality Assurance Branch immediately of the media's request for information and/or coverage of the Day Treatment, its personnel or youth actively enrolled in the program.

**Procedures for documentation special incidents within the program:**

1. Special incidents (contraband, use of physical restraint, physical or verbal aggression, suspension/expulsion from the program or other acts that would result in charges being filed) will be documented in IC within 24 hours of the incident with a copy being given to the Director.
2. The form is then placed in the youth's file.



3. The incident may then be documented on the youth's weekly progress report or a copy of the Incident Form may be attached to the weekly progress report.

## **TRAINING/PROFESSIONAL DEVELOPMENT**

### **Required Staff Trainings**

Hopkins County certified and classified staff have required trainings for the 2019-2020 school year. Each training requirement is listed below with associated regulations.

#### **Restraint & Seclusion**

**Length:** 2 hours for Instructional staff and 22 minutes for all other employees.

**SCM Certified and trained:** Ashley Gaines, Lonnie Strader, Alan Hall and JB Wilcox

Per 704 KAR 7:160, all school personnel shall be trained in state administrative regulations and school district policies and procedures regarding physical restraint and seclusion. This year's training will be two (2) hours in length.

*\* Staff who are not instructors will receive 22 minutes of training available through the Safe Schools training site.*

#### **Youth Suicide: Awareness & Prevention**

**Length:** 2 hours (Jason Flatt Act) for all high/middle instructors, guidance counselors, and teachers each year; 26 minutes for all elementary instructional staff. Although there is no regulation that requires this training for elementary staff, it is best practice. (Must be complete before September 1)

SB 65 amends KRS 158.070 to require principals, guidance counselors, and teachers to complete a minimum of two (2) hours of instruction in suicide prevention each school year.

#### **Blood borne Pathogen**

**Length:** 15 minutes

**Required for:** All employees

OSHA requires "information and training to workers" each year. Employers must offer this training on initial assignment, at least annually thereafter, and when new or modified tasks or procedures affect a worker's occupational exposure. Staff members who have questions about exposure to blood borne pathogens may contact the Hopkins County Health Department at 270-821-5242. [OSHA Fact Sheet]

#### **FERPA: Confidentiality of Records**

**Length:** 18 minutes

**Required for:** All employees (Exceptions: Food Service employees who receive this training along with federal/state required training.)

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student records. It is a best practice for employees to receive this training annually.



**Sexual Harassment: Staff-to-Student**

**Length:** 15 minutes

**Required for:** All employees

**Sexual Harassment: Staff-to-Staff**

**Length:** 15 minutes

**Required for:** All employees

Several regulations are in effect that indicate sexual harassment training in the workplace is best practice.

- KRS 525.070 defines how a person is guilty of bullying/harassment.
- KRS 525.080 further defines harassing communications.
- KRS 158.156 states that employees of a school who knows or has reasonable cause to believe a student is a victim must report it.





**Project:**

**Date:**

**Time:**

**Location:**

**Meeting Purpose:**

**Meeting Called by:**

**Next Meeting:**

**Attendees (x indicates attendance)**


**Agenda Items**

**Lead**

**What I Need to Know About This Topic  
for MY Work**




## **MANAGEMENT/LEADERSHIP**

Responsibilities of the Program Director:

- Supervision of Program – The Program Director is responsible for the management and supervision of the Hopkins County Day Treatment Program.
- The Building Administrator/Principal is responsible for the supervision and evaluation of educators and is responsible for building management.

The Program Director will attend and participate in all management meetings/trainings designed by DJJ for Contracted Day Treatment Program Directors.

The Program Director Shall Ensure:

- Staff adherences to procedures manual– All staff will receive a copy of the program SOP and will be required to read it and be aware of its contents. Each staff person will then sign a statement stating they have read its contents and are responsible for adhering to it.
- By the 5<sup>th</sup> day of each month a complete, accurate and cumulative Monthly Medicaid Report is submitted to DJJ.
- By the 5<sup>th</sup> of each month any changes to the Monthly Medicaid Report will be submitted. The secretary will work with the counselors to make sure that all information and dates corresponded with the reports submitted by the 5<sup>th</sup> of each month.
- Board approved attendance policies are followed:
- Excused absences are granted for:
  1. The student's illness, doctor appointment, or dental work (doctor's statement required); the doctor's signature must be legible. The doctor's excuse must specify the number of days the child is excused for, and the time and day the child was seen. Without this information, the excuse will not be accepted. Faxed excuses must come directly from the doctor's office. Students must have been physically seen by the doctor for the excuse to be valid;
  2. Summons for the student to appear in court;
  3. Funeral in the immediate family of the student;
  4. Valid reasons, such as illness, etc., substantiated with parental notes:  
Such absences will not exceed five (5) days per school year;
  5. Any other reason deemed acceptable by the Principal
- Youth treatment files are monitored monthly for content, timelines met, and quality documentation
- All files are audited quarterly
- Each counselor will work with the director to audit all student treatment files quarterly.
- Adhere to Kentucky Code of Ethics for Certified/Classified School Personnel:  
Section 1. Certified personnel in the Commonwealth:



(1) Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;

(2) Shall believe in the worth and dignity of each human being and in educational opportunities for all;

(3) Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

**(a) To Students:**

1. Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator;

2. Shall respect the constitutional rights of all students;

3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students;

4. Shall not use professional relationships or authority with students for personal advantage;

5. Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;

6. Shall not knowingly make false or malicious statements about students or colleagues;

7. Shall refrain from subjecting students to embarrassment or disparagement;

8. Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.

**(b) To Parents:**

1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;

2. Shall endeavor to understand community cultures and diverse home environments of students;

3. Shall not knowingly distort or misrepresent facts concerning educational issues;

4. Shall distinguish between personal views and the views of the employing educational agency;

5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;

6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and

6. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.



**(c) To The Education Profession:**

1. Shall exemplify behaviors which maintain the dignity and integrity of the profession;
2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law;
4. Shall not use coercive means or give special treatment in order to influence professional decisions;
5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications;
6. Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

Section 2. Violation of this administrative regulation may result in cause to initiate proceedings for revocation or suspension of Kentucky certification as provided in KRS 161.120 and 704 KAR 20:585. (21 KAR. 2344; eff. 5-4-95; remodified from 704 KAR 20:680, 7-2-2002.

- Program staff cooperates during the annual Quality Assurance Branch Monitoring.
- Encourage completion of all student surveys, staff surveys, and collateral contact surveys requested as part of DJJ monitoring.
- A Program Improvement Plan is developed and submitted within 30 days of receipt of the final monitoring report to address any issues noted during the Department's Quality Assurance Branch Monitoring.
- Evaluating employees performance:  
Professional Growth and Effectiveness System (PGES) - The vision for the Professional Growth and Effectiveness System (PGES) is to have every student taught by an effective teacher and every school led by an effective principal. The goal is to create a fair and equitable system to measure teacher and leader effectiveness and act as a catalyst for professional growth.  
Classified Employees: Each classified employee shall be evaluated by the principal at least once each year. The evaluations shall be made in writing (see attachments), and the evaluator shall hold a conference with the evaluatee. The employer's written comments shall be attached to the report and the report filed with personnel records in the Central Office. An appeal process is available to employees who wish to appeal their evaluation.
- Housekeeping and maintenance be provided by the Hopkins County School System. Housekeeping duties are done daily. Youth may be assigned these duties as a means of community service.
- All faculty and staff receive a copy of and be reviewed annually on the Standard Operating Procedures Manual. Each staff signs acknowledging receipt of said document.
- Community resources such as; Family Advocacy, Hopkins County Extension Office, Door of Hope, Hopkins County Health Department, Fine Arts Center, etc. are utilized as guest speakers and field trips.



# Hopkins County Schools

## 2020-2021 School Calendar

July 2020						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2020						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9						15
16						22
23						29
30						

September 2020						
Su	M	Tu	W	Th	F	Sa
						5
6						12
13						19
20						26
27						

October 2020						
Su	M	Tu	W	Th	F	Sa
						3
4						10
11						17
18						24
25						31

November 2020						
Su	M	Tu	W	Th	F	Sa
1	2					7
8						14
15						21
22						28
29						

December 2020						
Su	M	Tu	W	Th	F	Sa
						5
6						12
13						19
20						26
27						

January 2021						
Su	M	Tu	W	Th	F	Sa
						2
3						9
10						16
17						23
24						30
31						

February 2021						
Su	M	Tu	W	Th	F	Sa
						6
7						13
14						20
21						27
28						

March 2021						
Su	M	Tu	W	Th	F	Sa
						6
7						13
14	15					20
21						27
28						

April 2021						
Su	M	Tu	W	Th	F	Sa
						3
4						10
11						17
18						24
25						

May 2021						
Su	M	Tu	W	Th	F	Sa
						1
2						8
9						15
16			19	20		22
23						29
30						

June 2021						
Su	M	Tu	W	Th	F	Sa
						5
6						12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Holidays

Regular Instructional Days

Make-up Days

Opening and Closing for Staff

Professional Development

Opening and Closing for Students

No School Days

\*Calendar is subject to change pending legislation and/or statutes requirements.

Potential make-up days: 2/15; 3/15; 5/20-28; 6/1-6/11 (If 10 or more days are missed, part or all of spring break will be used for make-up days).

Fifteen make-up days, required as part of our calendar, have been put on to the end of the year.

It is important to schedule vacations or other conflicting events after these planned make-up days.



**Hopkins County Schools 2020-2021**

**Calendar Dates for Hopkins County Day Treatment Extended  
Days**

175 Instructional Days

35 Extended Days

20 Non-Instructional Days

0 Vacation Days

230 Total Days

**Proposed 2020-2021 (35) Extended Days for HCDD:**

July 6, 7, 8, 9, 10, 13, 14, 15, 16, 17, 20, 21, 22

October 5, 6, 7

December 21, 22

April 5, 6, 7

May 24, 25, 26, 27, 28

June 1, 2, 3, 4, 7, 8, 9, 10, 11



Hopkins County Day Treatment  
110 Sugg Street  
Madisonville KY 42431  
Telephone 270-825-6059 Fax 270-825-6053

Attachment #4  
Make Up Day Plan  
2020-2021

Hopkins County Day Treatment will make up snow days within the guidelines of the Hopkins County Board of Education. If the number of snow/inclement weather days accumulated cannot be made up before the scheduled closing day of May 19, 2021, the following days will be utilized as instruction:

May 19, 2021  
May 20, 2021  
May 21, 2021  
May 24, 2021  
May 25, 2021  
May 26, 2021  
May 27, 2021  
May 28, 2021  
June 1, 2021  
June 2, 2021  
June 3, 2021  
June 4, 2021  
June 7, 2021  
June 8, 2021  
June 9, 2021  
June 10, 2021  
June 11, 2021



## HCDT Extended Day Schedule 2020-21

	<u>Wilcox</u>			<u>Alan/Allen</u>		
<b>1st</b> <b>8:30-9:30</b>	HS/MS - Math			SPED		
<b>2nd</b> <b>9:30-10:30</b>	HS/MS - English			SPED		
<b>3rd</b> <b>10:30-11:30</b>	HS/MS - Science			SPED		
<b>4th</b> <b>11:30-12:30</b>	HS/MS - Social Studies			SPED		
<b>5th</b> <b>Dismissal</b>						



## HCDT Schedule 2020-21

	<u>Wilcox</u>	<u>Dougherty</u>	<u>Gaines / Richardson</u>	<u>Hall</u>	<u>Allen</u>	<u>Hogart</u>
<b>Breakfast</b> 7:45-8:10	<b>Breakfast</b>					
<b>1st</b> 8:10-9:00	HS - Math	MS - English	Counseling	SPED		Testing/Tutoring
<b>2nd</b> 9:00-9:50	MS - Math	HS - English	Counseling	SPED		Testing/Tutoring
<b>3rd</b> 9:50-10:40	HS - Science	MS - Social Studies	Counseling	SPED		Testing/Tutoring
<b>4th</b> 10:40-11:30	MS - Science	HS -Social Studies	Counseling	Planning		SPED
<b>5th</b> 11:30-12:20	HS -Electives	MS -Electives	Counseling	SPED		Lunch
<b>Lunch</b> 12:20-12:40	<b>Lunch</b>					
<b>6th</b> 12:40 -1:35	Social Skills	Planning	Counseling	Rec	SPED	Rec
<b>7th</b> 1:35-2:30	Planning	Social Skills	Counseling	Rec	SPED	Rec



# Hopkins County Day Treatment

110 Sugg Street

Madisonville, Kentucky 42431

Telephone (270) 825-6059 Fax (270) 825-6053

## ORIENTATION FOR STUDENTS AND PARENTS

Department of Juvenile Justice Youth

2020-2021

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## OVERVIEW

### **MISSION STATEMENT**

The mission of Hopkins County Day Treatment is to provide a structured environment for youth with social, behavioral, and/or emotional issues whereby the youth may continue their education while remaining with their family.

### **PROGRAM DESCRIPTION**

The purpose of HCDT is to help youth improve their self-control and self-respect. Program objectives include the prevention and treatment of delinquency and the prevention of unnecessary institutionalization of youths. The program also provides transitional services for those youth who have been in residential treatment or other alternative and day treatment programs. The day treatment program provides a structured environment for these youth so that they may continue their education and remain in the community and with their families to resolve problems and receive treatment. The program serves male and female school-age youth (ages 12 to 18) who can be maintained in the local community, but who function poorly in school and/or at home because of irresponsible or inappropriate behaviors. Individual, family and group counseling, academic instruction, work experience/employability skills instruction, and community involvement activities are some of Day Treatment services.

### **PROGRAM HISTORY**

The Pennyroyal Mental Health Center began operation of the Hopkins County Adolescent Day Treatment Program in conjunction with the Hopkins County School System in August, 1983, with a grant from the Department of Social Services. Initially, there were two components to the program, a 15 student, self-contained facility on the campus of Browning Springs Middle School, and an out-reach component serving grades 6 through 12 throughout the Hopkins County School System. These services eventually evolved into a 6 through 12 self-contained program serving 45 students in grades 6 through 12 for the entire county. In 1986 the program moved to 110 Sugg Street. In July 1988, the Hopkins County Board of Education became the sole-host contract agency. In July 1993, the program moved to the Caldwell Smith Education Center at 208 N. Kentucky Ave. In July 1997, the program began contracting with the Department of Juvenile Justice. In January 1998, the program moved to 5770 Anton Road. With renovations completed in late 2011, the program makes it a full circle and has returned to 110 Sugg Street.

### **TREATMENT PHILOSOPHY**

The treatment philosophy of HCDT is anchored in the belief that comprehensive strategies are needed to combat undesired behavior. These strategies begin with strengthening the families in their primary role of instilling respectable values as well as providing guidance and support to youth. HCDT will provide individualized treatment services utilizing a multidisciplinary team composed of the youth, HCDT staff, youth's family, community worker, and other relevant service providers. All members will be involved in the planning, implementation, monitoring, and assessing of the individualized treatment plan.



## **SCHOOL AND ACADEMIC PROGRAM**

The academic program and instruction is designed to address the individual needs of each student. HCDT utilizes a blended learning environment with an online, research based curriculum as well as direct instruction. Student class schedules are prepared and aligned by the student's home school. The overall goal of the educational component is to continue to prepare each student to become college or career ready. Conferences with the teacher can be arranged by contacting the program.

## **ACCEPTANCE AND TRANSFER OF CREDITS**

The Hopkins County Day Treatment is recognized as a secondary school in the Hopkins County School System and thus all academic work and/or credits are equivalent to any academic work and credits earned in any other secondary school in the school system. Hopkins County Day Treatment enjoys all the benefits of accreditation and recognition as afforded to the Hopkins County School System by state legal authority and governing agencies and associations.

## **TRANSFER OF RECORDS**

It is policy of Hopkins County Day Treatment, that when a student is transferred from one program to another that his/her records is transferred with great expediency. Whenever possible the transfer of a student will be planned enough in advance so that a request for that student's records will be made before the student leaves.

## **SERVICES**

### **COUNSELING**

Counseling is available to all DJJ students. DJJ students will receive a minimum of two hours of group and a minimum of one hour of individual counseling services each week. Outside agency counseling may also be recommended to individual youth. Other services that are offered to the family include: family counseling, parent education sessions, and other parent involvement activities.

### **FAMILY**

Family involvement and support are seen as integral components to the Hopkins County Day Treatment Program. Part of the mission of the program is to provide family therapy and counseling, depending upon the needs of the individual student and family. Regular involvement by the family will occur as part of the youth's participation in the program, regardless of the counseling needs. Contact with the parents or guardian of each student will occur at least every two (2) weeks. Counseling and social services staff will schedule face-to-face contact with the parents or guardians at least once each month. In-person communication is requisite to receive maximum benefit from the program. Alternate sources of contact and communication may be pre-arranged with the counselor. This may not necessarily be a formal family therapy session, but could involve a conference with a parent at the facility regarding treatment planning and review.



## **TREATMENT TEAM**

The treatment team consists of the HCDT staff and student. Parents, guardians, court designated workers, impact workers and any other persons with an active interest in the student are all welcome to attend and contribute to the treatment team. The purpose of the treatment team is to work from an interdisciplinary approach in bringing together, coordinating, and disseminating information. Focus will be on the treatment and educational needs of each student. All members of the treatment team contribute to the development and revision of the treatment and instructional plan. Weekly treatment reviews and conferences are scheduled. Comprehensive reviews of the student's progress that involve the parents are conducted at least every 60 days either in person or by phone conference.

## **EXPECTATIONS**

### **ENROLLMENT**

Once a student has been accepted into the program, the parents will be notified by the referring school and an intake meeting will be scheduled.

1. Intake meeting will be scheduled within a week. The referring school is responsible for contacting HCDT.
2. Parents will transport the student to HCDT for the intake meeting and sign necessary enrollment forms. For students enrolled under DJJ, this would include completion of social/family history and orientation treatment plan.
3. Parents will be provided information regarding transportation, lunches, program rules, and purpose of the program. Youth and parents will be informed that while in the program, they will participate in a program that is designed to teach new behaviors and ultimately diminish negative behaviors and/or emotional difficulties.
4. Parent and youth will sign an agreement stating the rules have been reviewed with them and they understand said rules.
5. Youth will be informed about his/her civil rights and how he/she can file a grievance.
6. Parents will be advised the team has been trained in safe crisis management and would only utilize the techniques if their child represents a danger to self or others.
7. Staff will review medication procedures with parent and youth.
8. Youth will leave with parent when paperwork is completed. Youth will then return the next school day.
9. Youth will complete standardize tests within the first week of enrollment. Tests could include, but is not limited to, TABE, MAP, KPREP, End of Course Exams, ACT, Learning Styles Inventory and Career Scope.
10. Student will be admitted into Orientation Phase.



## **DAILY SCHEDULE**

702 KAR 7:125E Section 5 (3) Each School shall have available a schedule that delineates Instructional time periods and non-instructional time periods.

The school day is from 7:50 AM to 2:30 PM.

Total: 6 hours and 25 minutes

## **ATTENDANCE**

Absences, either excused or unexcused, have a negative effect on grades and student achievement. Excused absences are granted for:

1. The student's illness, doctor appointment, or dental work (doctor's statement required); the doctor's signature must be legible. The doctor's excuse must specify the number of days the child is excused for, and the time and day the child was seen. Without this information, the excuse will not be accepted. Faxed excuses must come directly from the doctor's office. Students must have been physically seen by the doctor for the excuse to be valid;
2. Summons for the student to appear in court;
3. Funeral in the immediate family of the student;
4. Valid reasons, such as illness, etc., substantiated with parental notes: Such absences will not exceed five (5) days per school year;
5. Any other reason deemed acceptable by the administration

## **EXTENDED SESSION**

Hopkins County Day Treatment is a 210 day program. Extended sessions may be held during fall, spring, and summer breaks. Youth who are unexcused shall be reported to their DJJ worker. Transportation is provided for these sessions.

## **PROGRAM RULES & EXPECTATIONS**

### **GENERAL**

- ❖ Youth are to be present every day and leave only with permission.
- ❖ Youth are to cooperate with Day Treatment staff and follow their individual treatment plans.
- ❖ Youth are to follow the policies, rules, and guidelines of the Student Codes of Conduct for middle and high school students as outlined and approved by the Hopkins County Board of Education. Students are subject to the disciplinary procedures as outlined by the Student Codes of Conduct. Specific behavioral or rules violations and consequences are outlined later in detail in this orientation information.
- ❖ Youth are to bring no weapons or objects that may be used as weapons to the facility or grounds. A weapon is any object that is used for the purpose of inflicting pain or injury on another individual.
- ❖ Youth are to follow the behavioral goals/objectives that are outlined on the individual point sheets and treatment plans. These goals include (1) attendance and being on time, (2) evidencing respect for self and others (self-control and self-respect), (3) beginning work on time and staying on task, (4) completing assignments and not disturbing others, and (5) following the directions of the staff.



- ❖ Youth are not to threaten to hit or harm, hit, fight, play-fight, roughhouse, horseplay, kick, trip, or otherwise touch other students in any inappropriate manner. The program enforces a strict hands-off policy. At no time are staff members to be harassed, intimidated, threatened or touched at any time.
- ❖ Youth are to obey federal, state, and local laws and statutes. Youth must follow any Court-designated Worker, Department of Juvenile Justice, Cabinet for Families and Children and/or District Court directives, including curfews.

#### **OFFICE AREA**

- ❖ Youth are not to be in the offices at any time unless they have permission.
- ❖ Youth are not to use office equipment without supervision.
- ❖ Youth not to use the phone unless they have permission.

#### **CAFETERIA -HCDT for breakfast / lunch**

- ❖ Youth will be in multi-purpose room for breakfast. Students will be dismissed from class for lunch and go to the multi-purpose room.
- ❖ Youth will wait their turn in line.
- ❖ Youth will keep hands and feet to themselves.
- ❖ Youth will get napkin, utensils, and tray.
- ❖ Youth will sit at a table and remain in seat unless given permission.
- ❖ Youth will talk quietly with only those at their table. Youth will make sure their area is clean.
- ❖ Youth will discard food tray only upon dismissal from the multi-purpose room and go to class or wait for further instruction.

#### **RESTROOM**

- ❖ Youth will knock before entering.
- ❖ One youth in restroom at a time.
- ❖ If occupied, youth will return to assigned area.
- ❖ Youth will use the toilet or urinal.
- ❖ Youth will flush
- ❖ Youth will wash hands using soap and water.
- ❖ Youth will dry hands and place paper towel in trash can.
- ❖ Youth will walk quietly to designed area.

#### **HALLWAY**

- ❖ Youth will use voice level 1
- ❖ Youth will walk on the right hand side.
- ❖ Youth will keep hands and feet to self.
- ❖ Youth will keep hallway free from debris.
- ❖ Youth will be respectful of signs, posters and decorations.



## ASSEMBLY

- ❖ Youth will sit at assigned table.
- ❖ Youth will keep hands and feet to self.
- ❖ Youth will keep head up and pay attention.
- ❖ Youth will clap when appropriate.
- ❖ Youth will use manners.
- ❖ Youth will leave quietly.

## DRESS CODE

### HCDT Uniform: solid black shirt and khaki pants

- ❖ Youth are required to wear a solid black shirt with short or long sleeves. Shirts must be long enough to be tucked in comfortably. Shirt tails are to be tucked in.
- ❖ Youth may wear a solid black crew neck sweatshirt for warmth. A solid black or white undershirt must be worn with sweatshirt. HOODED SWEATSHIRTS ARE PROHIBITED.
- ❖ Youth must wear a solid khaki color pants with no cargo pockets or jogger style pants with elastic or drawstring waist/ankles. Pants must have belt loops and must be worn at waist level. SAGGING PANTS ARE PROHIBITED.
- ❖ Youth must wear a plain belt with a common buckle.
- ❖ Youth's clothing must be of appropriate size and not have holes or be ragged in appearance.
- ❖ Youth are not allowed wear jackets and/or coats in the classroom. Coats are to be hung up after completing the check in procedure.
- ❖ Youth must wear closed toe shoes (Boots, flip flops, sandals and house shoes are not allowed).
- ❖ Youth are required to wear socks.
- ❖ Youth are not allowed to wear sunglasses or jewelry--- including tongue, ear, eyebrow, nose, lip, gauges, etc. that denotes visible body piercings. Additional body piercings while a student at HCDT is prohibited.
- ❖ Youth must cover tattoos at all times. Additional tattoos while a student at HCDT is prohibited.
- ❖ Youth are not allowed to style and/or color hair must be style and color that does not interrupt the educational process.
- ❖ Hair must be out of student's eyes.
- ❖ Students may not wear any head apparel in the building during the course of the day. This includes: bandanas, caps, scarves, sock caps, head bands, picks, combs, etc.
- ❖ Students are not allowed to have wallets, purses or book bags of any type.
- ❖ Students are permitted to bring a single house key.

*\*Certain situations may arise that are not specifically covered by this dress code. In the event this occurs, the situation will be addressed by the staff. **Dress code violations will result in the opportunity to only earn one-half of the daily points.** HCDT staff maintains FINAL decisions on all special cases, restrictions, disputes, and inquires. Should a student continue to challenge the dress code policy with items or situations not specifically stated, and the items do not meet the spirit and intent of the dress code; the student is subject to Phase revocation or other disciplinary action as deemed by the administration.*



## **BUS EXPECTATION**

Riding a school bus is a privilege provided to students in Hopkins County. All students who ride a bus at any time must comply with Regulations for Pupils Riding School Buses. This brochure is distributed to all students by the Transportation Department. Additional copies are available by request.

## **RESOLUTIONS**

Severe infractions may be referred to the Hopkins County Board of Education and/or the District Court for further action.

## **PROGRAM CONSEQUENCES**

Non-compliance of expectations may result in the following:

- ❖ A loss of privileges in the program
- ❖ A revision of the treatment plan
- ❖ Extended treatment in the program (phase revocation)
- ❖ Additional points to earn (points in holding)
- ❖ Saturday Operated School (SOS)
- ❖ Suspension

## **VIOLATIONS CATEGORIES**

NOTE: Each classroom teacher will deal with general classroom disruption by taking in-class disciplinary action. Only when the action by the teacher is ineffective, or the disruption sufficiently severe, should the student be referred to the administration or his/her designee.

1. Deliberate classroom disruption
2. Disorderly conduct: running in halls, roughhousing, scuffling, horseplay, etc.
3. Failure to follow directions
4. Dress code violations
5. Contraband
6. Obscenity/profanity/vulgarity
7. Violation of the district / program technology policy
8. Skipping class and/or school
9. Repeated violations
10. Fighting
11. Theft / Vandalism
12. Verbal intimidation / Harassment / Bullying
13. Threatening physical harm to another student / school official
14. Unjustified activation of fire alarm system
15. Arson
16. Possession / use of weapons or look-a-likes



*\*This list is compiled on brevity and does not include every violation listed in the code of conduct. Any other violation deemed necessary by the principal, faculty, and staff is applicable.*

Prior to taking any disciplinary action, HCDT staff shall review a student's discipline record and the full circumstances of the particular incident involved. The following is a list of possible behavior resolutions:

## **BEHAVIOR RESOLUTIONS**

### **REDIRECTION**

Redirections may be used by any of the HCDT staff to deter youth behavior that are not meeting expectations. Redirections may be written, verbal, or both. When a redirection has been issued, the youth have the opportunity to then meet the expectation without further consequence.

### **COUNSELING**

Counseling is a resolution option that gives the student an opportunity to realize his/her undesirable behavior without being removed from the classroom setting. Youth can determine factors that led to the referral, discuss these with their counselor, and develop ways in which the behavior is not repeated. Counseling is a collaborative process with youth working to identify strengths and gain insight on behavior to promote positive change. Counseling is the most preferred resolution option.

### **PARENT CONTACT**

Parent contacts are made may be made in conjunction with counseling services. Parental involvement becomes necessary when undesirable behavior continues and/or the severity of the infraction warrants. Parental collaboration enables the youth the opportunity to continue the treatment plan beyond the program setting. At the time of a parent contact, the parent/guardian may be requested to attend a conference with HCDT staff and the youth.

### **SCHOOL ON SATURDAYS (SOS)**

The purpose of the SOS program is to provide positive, worthwhile educational experience and a meaningful behavior deterrent. SOS may be issued for specific Code of Conduct violations or for youth who have continuously not met HCDT expectations. SOS is offered as one of several options of consequences available for school administrators to utilize in lieu of out-of-school suspensions. The aim of the SOS program is to prevent that loss of instructional classroom time that accompanies a suspension.

### **SUSPENSION**

Suspension shall mean a denial of attendance at any single subject or class or at any full schedule of subjects or classes, or at any other type of activity conducted by or on behalf of Hopkins County Schools for the stated period of time. The suspension shall not exceed ten (10) school days. The student will receive no credit for work missed. For a suspension requiring more than ten (10) days, constitutional due process requires the following procedures:

- a. written notice of the charges to the student;
- b. an explanation of the evidence if the student denies the charges - the rule broken must be defensible;



- c. an opportunity for the student to present his own version of the case at any informal, impartial administrative hearing;
- d. written notification of the action taken; a copy of the suspension shall be sent to the parent and/or guardian, the superintendent, and one copy placed in the student's file;
- e. suspension begins immediately or at the end of the school day depending on the severity of the offense;
- f. Suspension ends at the beginning of the school day on the morning of the day on which the student returns to school.

### **BEHAVIORAL CONTRACT**

A probation period may be the difference between suspension and expulsion. When probation is used, a contract will be drafted stating the names and titles of the persons entering into the contract, the expected or required behavior of the student, and the possible consequences of the violation of that required behavior. In addition, it shall require the signature of the parent/guardian, student, and the principal or his/her designee. The contract will outline and establish a level of behavior which will prevent additional problems. A behavior contract may be implemented at any time during the resolution process.

### **BUS SUSPENSION**

A bus suspension is a length of period in which the youth is not permitted use the transportation provided by the Hopkins County Schools. A bus suspension may take place due to the result of specific bus infraction or the result of continuously not meeting the bus expectations. When a bus suspension has been issued to a youth the parent/guardian shall be responsible for providing transportation to and from the program. Any permanent bus assignments shall be determined by the Transportation Department.

### **EXPULSION**

Expulsion shall mean a denial of attendance at any single subject or class or at any full schedule of subjects or classes, a denial of attendance at any other type of activity conducted by or on behalf of Hopkins County Schools, and any combination of the foregoing for a period of time not to exceed the current school year. An expulsion shall include denial of admission to or entry upon real or personal property owned, leased, rented, or controlled by the Hopkins County Board of Education. Students may be assigned to another alternate setting as provided for in House Bill 330.

**DISCIPLINARY ACTIONS MAY BE CARRIED OVER INTO THE FOLLOWING SCHOOL YEAR IN ACCORDANCE WITH KENTUCKY REVISED STATUTES. APPEALS MUST BE PRESENTED TO THE BOARD OF EDUCATION PRIOR TO THE OPENING OF THE FOLLOWING SCHOOL YEAR.**



## **CONTACT OF LAW ENFORCEMENT OFFICIALS/PARENTS**

Law enforcement officials shall be immediately contacted when the safety of the students and/or staff is at risk or endangered. Use and possession of weapons, the sale and/or transfer of drugs, and assaultive behavior endanger the safety of others. Law enforcement officials will also be contacted when a student leaves the facility without permission. Parents/guardians will be immediately contacted as well in these situations.

## **KRS 158.150 SUSPENSION OR EXPULSION OF STUDENTS**

All pupils admitted to the common school shall comply with the lawful regulations for the government of the schools. Willful disobedience or defiance of the authority of the teachers or administrators, use of profanity or vulgarity, assault or battery or abuse of other students or school personnel, the threat of force or violence, the use or possession of alcohol or drugs, stealing or destruction or defacing of school property or personal property, the carrying or use of weapons or dangerous instruments, or other incorrigible bad conduct on school property at school sponsored activities constitutes cause for suspension or expulsion from school.

This section will address itself to those who would disrupt the education of, not only themselves, but of others. It will attempt to explain and establish all the disciplinary measures available to the school in restoring the proper learning atmosphere.

## **BEHAVIOR MANAGEMENT SYSTEM**

### **PHASE AND POINT SYSTEM**

The phase system provides students the opportunity to work through the program by receiving feedback on a daily basis. There are four (4) phases youth must attain to graduate and be recommended for placement in the regular school. Each student has the opportunity to earn least 100 points per day. Youth earn points based on a list of goals according to phase level and their Individual Treatment Plan. Expectations for behaviors are posted in each room. Youth may receive bonus points for exceptional behavior (handling difficult situations well, discouraging others from behaving inappropriately, etc.)

During Orientation phase, the youth is exposed to the rules and expectations of the program. They will identify the dynamics of his/her particular problem(s) that led to placement in HCDDT. As a result, the student and counselor shall draft the Individual Treatment Plan. Youth in Orientation phase accumulate daily points used towards graduation from the program. Youth in Orientation phase shall earn 80 regular points per day to have privileges the next day.

During Learning phase, youth begin to learn ways to achieve the goals that have been developed in their Individual Treatment Plan. They are learning to problem-solve in socially acceptable ways. Youth in Learning phase shall earn 85 regular points per day to have privileges the next day.

In Progress phase, the youth are expected to describe their progress or improvement toward reaching their Individual Treatment Plan goals. At this point, they should be a positive behavior model for the youth in Orientation and Learning phases. They are beginning to demonstrate



what they have learned in solving crisis situations during group / individual counseling sessions. Students in Progress phase shall earn 90 regular points per day to have privileges the next day.

Promotion to Graduation phase marks the beginning of the completion of the program. Students are given more privileges and responsibilities; however the expectations for positive attitude and behavior are higher. Students are actively demonstrating problem-solving techniques and providing model behavior for students in the lower phases. Students shall earn 95 regular points per day to receive program privileges.

Bonus points do not count toward earning these privileges. Weekly treatment team meetings will decide upon youth phase movement.

## **PHASES**

### **ORIENTATION- Phase I**

This is the time in which expectations, rules, and policies are explained to the student. The student will sign and agree to the initial treatment plan. The treatment plan will consist of, but not be limited to, desired behaviors, short and long-term goals. Students will learn HCDDT staff and their corresponding role. Students will be exposed to the seven (7) steps of problem-solving, treatment team and other counseling concepts. After the 10<sup>th</sup> day of attendance from enrollment, students will then become eligible for phase promotion. During the Orientation Phase, students will begin to accumulate daily points. A student earns points by following the program expectations.

Promotion expectations:

1. Maintains appropriate behavioral expectations and daily points.
2. Successfully complete the Orientation Phase Assessment

\*If promotion expectations are not met, youth will be eligible for phase review in one (1) week.

### **LEARNING- Phase II**

Once in Learning Phase the student will learn his/her Individual Treatment Plan. Students will learn and begin to utilize the seven (7) steps of problem-solving. Students will actively participate in their treatment team sessions and modify their Individual Treatment Plan, if necessary.

Promotion expectations:

1. Minimum of 3000 points to become eligible.
2. Maintains appropriate behavioral expectations and daily points.
3. Successful completion of the Learning Phase Assessment.

\*If promotion expectations are not met, youth will be eligible for phase review in one (1) week.



### **PROGRESS- Phase III**

Once in Progress Phase the student will describe his/her Individual Treatment Plan. Students will expand problem-solving skills to multiple areas of student life. Students will be able to contribute to their treatment team sessions.

Promotion expectations:

1. Minimum of 4,800 points to become eligible.
2. Maintains appropriate behavioral expectations and daily points.
3. Successful completion of the Progress Phase Assessment.

\*If promotion expectations are not met, youth will be eligible for phase review in one (1) week.

### **GRADUATION- Phase IV**

Once in Graduation Phase the student will be able to apply and demonstrate their Individual Treatment Plan. Students should be able to mentor and set examples for the other students to follow. Students will be able to lead their treatment team sessions.

Release expectations:

1. Minimum of 6,000 points to become eligible to successfully leave the program.
2. Maintains appropriate behavioral expectations and daily points.
3. Successful completion of the Graduation Phase Assessment.

\*If release expectations are not met, youth will be eligible for release review in one (1) week.

### **RELEASE FROM THE PROGRAM**

Youth may be released from the program after entering and completing the Graduation Phase. Depending upon the Individual Treatment Plan and the treatment team's recommendations, youth may also earn a release after entering the Progress Phase. Youth must complete a written and detailed relapse prevention and monitoring plan covering the prevention of, intervention in, and escape mechanisms for high risk situations before being released from the program. Exemptions to the release policy shall include youth that have received maximum therapeutic benefit of the program. Any exemption to the release process will be determined by the treatment team.

### **PRIVILEGES AND REWARDS**

Youth have the opportunity to earn additional privileges and rewards for desired behavior. These opportunities may include casual day, Friday movie, additional recreation time, and bonus points.

### **CASUAL DAY GUIDELINES**

Student Casual Day is provided for students who:

- ❖ Meet their point expectation for phase level
- ❖ No disciplinary referrals



Casual Day will be coordinated with the youth after the expectations have been met. All Casual Day clothing will be pre-approved by the HCDT staff. See attachment for Casual Day attire. These days must be approved by Administration.

### **LOSS OF POINTS/PRIVILEGES**

Points are earned by following the point sheet goals and program expectations. Students may fail to earn all or part of the points for each period due to rules infractions. Certain privileges may be restricted as well. These restrictions may include breakfast / lunch isolation, loss of recreation time, and other privileges awarded to youth on given days. The student is on restriction for those privileges until a length of time or until additional points are earned. If additional points are to be earned, the regular point total is put "on hold" (points in holding). This consequence lengthens the time the student is in the program.

### **CRITERIA FOR EARNING SPECIAL EVENTS AND PRIVILEGES (E.G., FIELD TRIPS, MOVIE, ETC.)**

1. Youth has not had or currently having additional points to earn (points in holding) during the week. Youth not meeting the points in holding criteria are not eligible.
2. Youth has not had any disciplinary/misconduct reports filed (program and/or bus behavior) during the week.
3. Youth has earned the daily phase expectation point totals during the week:
  - Orientation – 80 points
  - Learning – 85 points
  - Progress – 90 points
  - Graduation – 95 points
4. Youth has 80% attendance for the week with no unexcused absence and/or tardy.

### **BONUS POINTS**

Youth may earn bonus points according to the following guidelines:

1. Staff may award bonus points to students for completing an extra assignment, voluntary work duties, or display of self-control / respect. These are generally ten (10) bonus points.
2. Youth will be awarded 25 bonus points for returning completed HCDT forms with the appropriate signatures. This includes the weekly point sheet.

### **TRANSITION PLAN**

When students are released from Hopkins County Day Treatment to attend regular school or other community placement, the student enters a six-month follow-up period. The following guidelines apply:

1. Weekly telephone contacts or face-to-face contacts will be made with the student, the regular school, community worker, and/or the family for the first month following release. If the student earns release during the summer, the actual contacts may not occur until the start of the regular school year. Therefore; telephone contact or face-to-face contacts will be made periodically for the remaining five months of the six-month period.



2. In the event a student does not make an adequate adjustment (a significant relapse) during the follow-up period, he or she may be required to return to HCDDT. A new treatment plan will then be formulated as to the conditions regarding another opportunity to earn a successful release from the program.

Individual student records, such as grades, transcripts, and IGP materials will be forwarded to receiving schools. These records will also be maintained at Hopkins County Day Treatment.

## **POLICY**

### **CONFIDENTIALITY AND PRIVACY**

Generally the information shared in counseling sessions is private and confidential. Information will not be shared with third parties outside the program without the written consent of the student and parent/guardian. However, there are exceptions as mandated by Kentucky Revised Statutes. Instances of abuse and neglect as defined by certain laws will be reported to the appropriate agencies and authorities as outlined by those laws. Also, when a student is involved in District Court, the District Judge may require the program to provide information as to student progress. In effect this constitutes a court order to provide that information. When a social worker/counselor believes that a student may be engaging in or seriously considering actions that may be harmful to that student or others then the parent/guardian will be informed.

### **STUDENT SEARCH AND SEIZURE**

Students have the protection, as do all citizens, against unreasonable search and seizure of their property. School officials have the right to search students or their property if the officials have reasonable suspicion that the student may be in possession of something that violates school rules or endangers others. Searches will be used when other techniques to remedy the situation have been exhausted, or when there is immediate danger to life or safety. Staff can also search if there is suspicion to believe the search will reveal evidence that the youth has violated a school rule, Board policy, or the law. Items reasonably determined by staff to be a threat to the safety and security of all concerned shall be seized. Items, which may disrupt or interfere with the educational or treatment process, may be removed as well. Such items may be returned to the youth at staff's discretion. HCDDT staff may also require the parent / guardian to pick the item up if deemed necessary.

### **TELECOMMUNICATION DEVICES**

Cellular phones are not permitted at HCDDT. On the first offense, the cell phone will be kept in a secure place until the end of the day and then returned to the student. On a second offense, the phone will be kept in a secure place until a parent/guardian retrieves it. The third event the phone will be returned at staff discretion based on individual progress within the program. In the event that the student refuses to surrender a cell phone per this procedure, the parent will be summoned to the site and further consequences will be applied.

### **EXTRA CURRICULAR ACTIVITIES**

Students are not allowed to attend any events at other Hopkins County Schools.



## TRANSPORTATION

The Hopkins County School System provides bus transportation during the regular school year. Bus transportation may also be available during the summer. The youth is expected to obey all school rules concerning behavior on or while waiting for the bus. If a youth misbehaves on the bus, he or she may lose the privilege of riding the bus and the youth and parents will be responsible for ensuring that the youth attends the program. All school expectations are enforced while youth is riding the bus.

## INCLEMENT WEATHER AND CLOSINGS

In the event of inclement weather, Day Treatment follows the Hopkins County School System policies and announcements regarding closings, early dismissals, and late bus schedules. Day Treatment youth generally attend school during fall and spring break if one is scheduled. The Principal will determine the schedule and days the program will be in extended session during the fall, spring and summer breaks.

## NUTRITION

Meals are provided, at no cost to the youth, by Hopkins County Schools Food Service. Meals may or may not be provided during the extended sessions. All school system policies and procedures apply in regard to the youth using the food services. Youth may bring a brown bag type of lunch. Beverages must meet nutritional guidelines and unopened. Food from area restaurants is prohibited. All lunches brought in by student will be searched before being allowed in the building to assure guidelines are met. **No candy or gum is allowed at HCDT.**

## MEDICATIONS

Youth who must take medications at the program must follow the policies and procedures of the Hopkins County Board of Education.

1. The parent of the youth must deliver the medication to the program in person. It is not safe for children to bring their own medication to or from school due to risk of another child taking a dose, etc.
2. The medication must be in the original container bearing the pharmacy label and include the directions from the physician, name of medication, and strength of medication, date and student name.
3. Parent must sign an authorization card for the school personnel to administer medication. These cards are obtained from the school office.
4. Parent is encouraged to bring limited amounts of medication to school and schedule times of administration so that a minimum number of doses will be given during the school day. If a student has to be on medication at home and school, the parent should ask pharmacist for an extra bottle or container with the pharmacy label attached.
5. All medication will be counted in the presence of the parent and kept in a safe place.



6. A child who has been prescribed medication, but appears not to have it and is disruptive will be placed in an alternative setting. The parent and/or other legal agencies may be notified.
7. Parents are strongly encouraged to have a child's inhaler (with pharmacy label) kept in the office. Students will be monitored during its use and documentation will be kept on file.

#### **OVER THE COUNTER MEDICATION (NON PRESCRIPTION)**

1. Parents are strongly encouraged to limit the number of over the counter medication, such as Tylenol, Mylanta, etc. They will, however, be given as instructed by the parent on the medication card.
2. School personnel will not dispense aspirin to students due to the possible link with Reyes Syndrome.

#### **ALLERGIC REACTION (STINGS)**

1. We have special legal forms to be filled out and signed by parent in addition to the medication card.
2. The EPI-PEN, or alternative must have pharmacy label.
3. School personnel will be instructed on how to give emergency injections.

*ANY OTHER QUESTIONS CONCERNING MEDICATIONS WILL BE DIRECTED TO THE BOARD OF EDUCATION FOR CLARIFICATION.*

#### **CONTRACTS/AGREEMENTS**

At the time a youth is admitted into HCDT, the parents and youth will sign a contract agreeing to abide by the program rules and expectations.

Youth that are placed at HCDT because of violating specific criminal or status laws and statutes and/or because of violating the Hopkins County Schools Student Codes of Conduct for middle and high school students. For those youth referred or placed by the District Court and/or its associated agencies (including the Court-designated Worker office, Department of Juvenile Justice, and Cabinet for Families and Children) participation in Hopkins County Day Treatment is part of a diversion agreement with the youth, probation order, or commitment order. Irresponsible behavior demonstrating that the youth is not benefiting from the program may result in the youth will being deemed in violation of a Court directive. The District Judge requires the day treatment program staff to report any probation violations to the Courts representative. Release from the program depends on how well a youth works to solve his or her problems. The youth is expected to stay in the program until his or her treatment goals are achieved and/or the youth has received the maximum benefit from the program as judged by the staff.

#### **RIGHTS AND RESPONSIBILITIES**

Responsibility is inherent in all rights. No student or other person involved in the public schools can realize his/her rights unless he also exercises the self-discipline and care to afford all others the same rights and not allow his own actions to infringe upon the rights of others. In a social



situation such as the public schools, all participants (students, parents and/or guardians, teachers, administrators and others in the educational process) have the right and responsibility to know the basic standards of conduct and behavior which are expected. The school environment is a community of individuals who live and interact based upon commonly shared rules, rights and responsibilities, expectations and common sense.

## **A. STUDENTS**

### **1. Students have the right to:**

- ❖ a meaningful public education, the maintenance of high educational standards, and a system of public education which meets the needs of the individual student;
- ❖ due process;
- ❖ reasonable and timely notice of all rules, regulations, policies, and penalties to which they may be subject, and notice of evaluation of work done;
- ❖ physical safety and protection of their personal property;
- ❖ consultation with teachers, counselors, administrators, and other school personnel;
- ❖ free election of their peers in the student organizations in which all students have the right to seek and hold office;
- ❖ examination of their personal school records by the student, their parents/guardians or their authorized representatives;
- ❖ Involvement in school activities without being subjected to discrimination on the basis of race, sex, or religion;
- ❖ respect from other students and school personnel;
- ❖ presentation of complaints or grievances to school authorities and to receive replies from school officials regarding such matters;
- ❖ to be free from verbal abuse;
- ❖ constructive criticism.

### **2. Students have the responsibility to:**

- ❖ be at school daily;
- ❖ to be prepared to work each day;
- ❖ treat school staff with dignity;
- ❖ be accountable for their own effort and conduct;
- ❖ show consideration for the rights and property of others;
- ❖ be familiar with and abide by the Code of Student Conduct which sets forth all school rules and regulations and the consequences thereof;
- ❖ exhibit neatness and cleanliness of personal dress and hygiene;
- ❖ refrain from horseplay, fighting, creating disturbances, excessive noise, abusive language, denying others the use of school facilities or buildings, using or carrying any weapon on school premises or at school activities, intentionally injuring another person, or exposing others to harm;
- ❖ refrain from gambling, extortion, theft, or any other unlawful act;



- ❖ refrain from using tobacco, or using, possessing, or transmitting any alcoholic beverage or illegal or controlled substance;
- ❖ show respect for the educational process and learning environment by refraining from intentional or habitual tardiness or unexcused absence;
- ❖ practice self-control at all times;
- ❖ care for the equipment and physical facilities of the school by refraining from willful destruction and damage;
- ❖ comply with any reasonable request or direction given by any school board employee or school property or at any school event or function;
- ❖ bring to class textbooks and school supplies and assignments;
- ❖ immediately report to school personnel possession by a student of any weapon (real or look-alike) or contraband item;
- ❖ immediately report to school personnel any threat of violence.

## **B. PARENT / GUARDIAN**

### **1. Parents and guardians have the right to:**

- ❖ send their child to a school with an environment where learning is valued;
- ❖ expect classroom disruptions to be dealt with fairly, firmly, and quickly;
- ❖ enroll students in the Hopkins County School District where they shall attend classes regularly and promptly with minimal interruptions;
- ❖ expect the school to maintain high academic standards;
- ❖ to expect notification from teacher if their child is caught cheating, or in case of other significant problems;
- ❖ review the student's academic progress and other pertinent information which may be contained in the student's personal records;
- ❖ address a question or a request a conference concerning their child to the proper authority and to receive a reply in a reasonable time period (within 48 hours, if possible);
- ❖ be treated with courtesy and respect by all members of the school staff;
- ❖ be free from verbal abuse;
- ❖ request the District to provide information regarding the professional qualifications of their child's classroom teachers.

### **2. Parents/Guardians have the responsibility to:**

- ❖ understand that unnecessary interruptions in school are detrimental;
- ❖ instill in their children the values of an education, and a sense of respect and responsibility;
- ❖ understand that failure to adhere to this code may result in suspension;
- ❖ be familiar with the educational program and the procedures;
- ❖ inform children about the disciplinary procedures of the school and emphasize the importance of following same;



- ❖ see that children attend school regularly and promptly;
- ❖ check with the proper school officials regarding the facts of any situation that they might question;
- ❖ support the efforts of school personnel;
- ❖ demonstrate respect for the teachers, administrators, and school personnel at school and all school related activities;
- ❖ see that students exhibit neatness and cleanliness in their personal attire and hygiene;
- ❖ immediately report to school personnel possession by a student of any weapon (real or look-alike) or contraband item;
- ❖ immediately report to school personnel any threat of violence;
- ❖ practice self-control at all times.

## **A. TEACHERS**

### **1. Teachers have the right to:**

- ❖ the support of co-workers, administrators, and parents;
- ❖ work in an educational environment with a minimum of disruptions;
- ❖ expect all assignments, including homework, but not limited to, to be completed and turned in as assigned;
- ❖ remove any student from class whose behavior significantly disrupts a positive learning environment, for no more than one class period during which time the student will be in the office or other designated area;
- ❖ safety from physical harm and freedom from verbal abuse;
- ❖ provide input to aid in the formulation of policies that relate to their relationships with students and school personnel;
- ❖ take necessary action in emergencies, to protect their own person or property, or the person and or property of those in their care;
- ❖ be treated with courtesy and respect;
- ❖ be free from verbal abuse.

### **2. Teachers have the responsibility to:**

- ❖ be at school daily;
- ❖ be prepared and have plans to teach each day;
- ❖ treat everyone with dignity;
- ❖ present subject matter and experiences to students and inform students and parents/guardians of achievement and/or problems;
- ❖ aid in planning a flexible curriculum which meets the needs of all students and which maintains high standards of academic achievement;
- ❖ prescribe rules for the individual classroom to implement the educational process;
- ❖ assist in the administration of such discipline as is necessary to maintain order throughout the school without discrimination on any basis;



- ❖ evaluate students' assignments, return them as soon as possible, and provide permissible make-up work to the student in a timely manner;
- ❖ exhibit exemplary behavior in action and speech;
- ❖ exhibit neatness and cleanliness of personal dress and hygiene;
- ❖ reward exemplary behavior of work of students;
- ❖ maintain an atmosphere conducive to good behavior and exhibit it;
- ❖ recommend for retention in a class any student who fails to meet the basic standards of such class;
- ❖ maintain necessary records of students, progress, attendance and discipline, and provide information as requested;
- ❖ notify parents when a student is caught cheating;
- ❖ follow and enforce all policies, rules and regulations by the Board of education and/or school administration;
- ❖ immediately report to school administration possession by a student of any weapon (real or look-alike) or contraband item;
- ❖ immediately report to school administrators any threat of violence;
- ❖ practice self-control;
- ❖ provide constructive criticism.

## **B. ADMINISTRATIVE PERSONNEL**

### **1. Administrative Personnel have a right to:**

- ❖ the support of students, parents, and teachers in carrying out the educational programs and policies established by the school system;
- ❖ provide input for the establishment of procedures and regulations that related to the school;
- ❖ safety from physical harm and verbal abuse;
- ❖ take necessary action in emergencies to protect their own person or property or the person and/or property of those in their care;
- ❖ exercise professional judgment in the disciplining of any student who conduct disrupts the educational process;
- ❖ administer the school environment to provide proper learning atmosphere;
- ❖ be free from verbal abuse;
- ❖ report threats of violence to the superintendent and to civil authorities as appropriate;
- ❖ report possession of a weapon or contraband by a student to proper authorities as appropriate.

### **2. Administrative Personnel have the responsibility to:**

- ❖ create and foster an atmosphere of mutual respect and consideration among students, staff members and parents;
- ❖ administer discipline fairly and equally following the guidelines set forth herein;



- ❖ exhibit exemplary behavior in action, dress, and speech;
- ❖ implement and evaluate all aspects of the educational program to improve learning and comply with the district, state and nation;
- ❖ direct a program of dissemination of information explaining the Code of Conduct to the school community;
- ❖ prescribe rules for the individual school to implement the educational process;
- ❖ immediately report to law enforcement officials possession by a student of any weapon (real or look-alike) or contraband item; report threats of violence to the superintendent and to civil authorities as appropriate;
- ❖ report possession of a weapon or contraband by a student to proper authorities as appropriate;
- ❖ practice self-control.

### **C. CLASSIFIED PERSONNEL**

#### **1. Classified Personnel have the right to:**

- ❖ the support of co-workers, administrators, and parents;
- ❖ work in an educational environment with a minimum of disruptions;
- ❖ safety from physical harm and freedom from verbal abuse;
- ❖ provide input to aid in the formulation of policies that relate to their relationships with students and school personnel;
- ❖ take necessary action in emergencies to protect their own person or property, or the person or property of those in their care;
- ❖ be treated with courtesy and respect.

#### **2. Classified personnel have the responsibility to:**

- ❖ support efforts of all school personnel in seeing that students are educated in a safe, nurturing environment;
- ❖ assist in seeing that the curriculum which meets the needs of all students is carried out;
- ❖ enforce rules to comply with individual job classifications;
- ❖ assist in the implementation of such discipline as is necessary to maintain order through-out the school without discrimination on any basis;
- ❖ exhibit exemplary behavior in action and speech;
- ❖ exhibit neatness and cleanliness of personal dress and hygiene;
- ❖ reward exemplary behavior of students;
- ❖ maintain an atmosphere conducive to good behavior;
- ❖ follow and enforce all policies, rules and regulations by the Board of Education and/or school administration;
- ❖ immediately report to school administrators possession by a student of any weapon (real or look-alike) or contraband item;
- ❖ immediately report to school administrators any threat of violence;



- ❖ practice self-control.

### **FAMILY EDUCATION RIGHTS AND PRIVACY ACT (SCHOOL RECORDS)**

In accordance with the Family Education rights and Privacy Act, parents shall have the right to inspect and review all educational records relating to their child by making request to the principal of each school or other designated official. This right shall be passed on to the student at age 18. In accordance with federal regulations concerning the release or transfer of educational records, it is the policy of this school district to forward educational records, on request, to a school in which a pupil seeks or intends to enroll. Parents may obtain, upon request, copies of the records transferred and an opportunity for a hearing regarding these records. Parents shall have the right to file complaints, in compliance with the Family Education rights and Privacy Act, regarding any alleged failures of the district to comply with the act.

Parents of a pupil who has graduated or otherwise left the district, and who was formerly enrolled in a program for exceptional children, may request the destruction of any personally identifiable information in the education record of their student which was collected and maintained. Such requests should be addressed in writing to the director of special education.

### **GRIEVANCE PROCEDURE**

- ❖ send their child to a school with an environment where learning is valued;
- ❖ expect classroom disruptions to be dealt with fairly, firmly, and quickly;
- ❖ enroll students in the Hopkins County School District where they shall attend classes regularly and promptly with minimal interruptions;
- ❖ expect the school to maintain high academic standards;
- ❖ to expect notification from teacher if their child is caught cheating, or in case of other significant problems;
- ❖ review the student's academic progress and other pertinent information which may be contained in the student's personal records;
- ❖ address a question or a request a conference concerning their child to the proper authority and to receive a reply in a reasonable time period (within 48 hours, if possible);
- ❖ be treated with courtesy and respect by all members of the school staff;
- ❖ be free from verbal abuse;
- ❖ request the District to provide information regarding the professional qualifications of their child's classroom teachers.

### **MISCELLANEOUS**

#### **VISITORS**

All citizens are welcome in the Hopkins County School System. However, upon entering the school building all visitors and parents shall report to the school's administrative office. Students are not allowed to bring visitors to school.



## **SMOKING AND USE OF TOBACCO PRODUCTS**

Both smoking and possession and/or use of tobacco products, nicotine delivery devices, or vapor products by students are strictly prohibited while on property owned or operated by the Board of Education, inside Board-owned vehicles, on the way to and from school, and during school-sponsored trips and activities. Hopkins County has adopted a strict "no-tolerance" policy designed to deter such illegal actions. Offenders will be subject to program policy on failure to comply and satisfactorily progress.

## **VIDEO SURVEILLANCE AUTHORIZATION**

The board authorizes the use of video cameras on district property to ensure the health, welfare, and safety of all staff, students, and visitors to district property, and to safeguard district facilities and equipment. Video cameras may be used in locations as deemed appropriate by the superintendent. The district shall notify staff and students through student/parent and staff handbooks that video surveillance may occur on district property. Students or staff in violation of board policies, administrative regulations, building rules or law shall be subject to appropriate disciplinary action. Others may be referred to law enforcement agencies. Video recordings may become a part of a student's educational record or a staff member's personnel record. The district shall comply with all applicable state and federal laws related to record maintenance and retention.

## **HARASSMENT/DISCRIMINATION**

Harassment/ Discrimination is intimidation by threats of or actual physical violence; the creation, by whatever means, or a climate of hostility, or intimidation, or the use of language, conduct, or symbols in such manner as to be commonly understood to convey, hatred, contempt, or prejudice or to have the effect of insulting or stigmatizing an individual. Harassment/ Discrimination due to an individual's race, color, national origin, age, religious beliefs. Students who engage in harassment/ discrimination of an employee or another student on the basis of race, color, national origin, age, religion, marital status, political beliefs, sex or disability shall be subject to disciplinary action including but not limited to suspension or expulsion.

## **NONDISCRIMINATION POLICY**

The Hopkins County Board of Education does not discriminate on the basis of race, color, national origin, sex, disability, age, religion, or marital status in providing educational opportunities, activities, or employment practices in accordance with Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 (revised 1992), and the Americans with Disabilities Act of 1990 and provide, upon request by qualified disabled individuals, reasonable accommodations including auxiliary aids and service necessary to afford individuals with a disability an equal opportunity to participate.



For more information contact:  
Hopkins County Board of Education  
320 S. Seminary  
Madisonville, KY 42431  
Telephone: 270-825-6000

**TO BE COMPLETED DURING INTAKE MEETING:**

I have thoroughly read/had explained to me, the Hopkins County Day Treatment Orientation Handbook and I understand its contents. I understand I will be searched with a metal detector each day, and any contraband discovered during this search will be relinquished to the faculty/staff of HCDT for inspection.

\_\_\_\_\_  
Youth Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Counselor Signature

\_\_\_\_\_  
Date



**Alan W. Hall**

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470 Galloway Road  
Dawson Springs, KY 42408  
(270) 339-7884

**Objective**

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- To obtain a position as a special education teacher

**Education**

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- Fall 2008-Fall 2011: Murray State University  
Murray, Kentucky  
Master of Arts  
LBD Certification (P-12)
- Spring 2003 – Spring 2005: Murray State University  
Murray, Kentucky  
Bachelor's Degree, Educational Studies
- Fall 2002: Madisonville Community College  
Madisonville, Kentucky
- Fall 1992-Spring 1993: Georgetown College  
Georgetown, Kentucky
- Fall 1990-Spring 1992: Iowa Lakes Community College  
Estherville, Iowa  
Associates Degree, Recreational Therapeutics
- Fall 1988-Spring 1989: Kentucky State University  
Frankfort, Kentucky
- May 1988: Madisonville-North Hopkins High School  
Madisonville, Kentucky  
High School Diploma

**Work Experience**

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- August 2017 – Present  
Special Education teacher  
Hopkins County Day Treatment  
Madisonville, KY



- August 2013 –May 2017

EBD teacher  
Christian County High School  
Hopkinsville, KY
- August 2012 – May 2013

EBD teacher  
Browning Springs Middle School  
Madisonville, KY
- August 2011-May 2012

EBD teacher  
Madisonville-North Hopkins High School  
Madisonville, KY
- January 2011-May 2011

Special Education Teacher's Aide  
Pride Elementary School  
Madisonville, KY
- August 2009-December 2010

EBD teacher  
Anton Day Treatment  
Madisonville, Kentucky
- August 2008-May 2009

EBD teacher  
Madisonville North Hopkins High School  
Madisonville, Kentucky
- August 2008-Present

Assistant football coach  
Madisonville-North Hopkins High School  
Madisonville, Kentucky

### **Special Skills**

- Ability to supervise, teach, and cooperate with people of all ages and backgrounds
- Ability to motivate people of all ages
- Experience working with students with special needs
- Qualified to coach basketball, football, baseball, and softball





# CINDY DOUGHERTY

Teacher

## Profile

A veteran teacher and school administrator with 20 years of experience in the field of education.

## Contact

PHONE:  
270-348-0195

## EMAIL:

[patandcindydougherty@yahoo.com](mailto:patandcindydougherty@yahoo.com)

## Hobbies

Sports photography (YourSportsEdge.com)  
Wedding photography  
Nature photography  
Traveling

## EDUCATION

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### Tennessee State University

08/1996–06/1998

ABD for EdD in administration and supervision

### Austin Peay State University

08/1995–06/1996

Earned EdS in administration and supervision.

### Western Kentucky University

08/1991–12/1992

Earned MS in mathematics. Outstanding Graduate Math Student.

## WORK EXPERIENCE

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### Christian County Public Schools      Teacher/Assistant Principal

2002–2007, 2012, 2015–2016

Middle and High School math teacher; High school assistant principal;  
Alternative School Administrator

### Clarksville-Montgomery County School System      Teacher

2007–2009

Middle School math teacher. High school math teacher at Alternative School.

### Logan County Schools      Teacher

2013–2014

High School math teacher.

### Hopkins County Schools      Teacher

2014–2015

High School math teacher.



# J.B. WILCOX

P.O. Box 131 • White Plains, Ky. 42462 • (270) 205-7076 • [jb.wilcox@hopkins.kyschools.us](mailto:jb.wilcox@hopkins.kyschools.us)

## OBJECTIVE

To maintain school administrator and teaching certification wherein I can help the district create a culture and environment conducive for producing a well-rounded, responsible, and productive citizen of the community.

## EDUCATION

2000	Murray State University <i>Bachelor of Science in Math</i>	Murray, KY.
2011	Murray State University <i>Master of Arts in School Administration</i>	Murray, KY.

## PROFESSIONAL EXPERIENCE

2014 - Present	Hopkins County Day Treatment- <i>Head Teacher</i>	Madisonville, KY.
2008 - 2014	Hopkins County Day Treatment- <i>Math Teacher/BAC/STC</i>	Anton, KY.
2007 - 2008	Hardin County Day Treatment- <i>Math Teacher</i>	Elizabethtown, KY.
2005 - 2007	Marshall County High School- <i>Math Teacher- Geometry / Essential Math</i>	Benton, KY.
2002 - 2005	Hopkins County Central High School- <i>Math Teacher- Algebra I / Geometry</i>	Madisonville, KY.
2000 - 2002	Livingston Central High School- <i>Math Teacher- Algebra I / Honors Algebra I</i>	Smithland, KY.

## WORK RELATED SKILLS

- Building Assessment Coordinator (BAC)
- Site Technology Coordinator (STC)
- Infinite Campus Building Coach
- Experience with Master Schedule

## REFERENCES

Available upon request



# ASHLEY GAINES

19 Beechtree Lane • Madisonville, KY 42431 • (270) 339-5346

## School Social Worker

*Mission driven, creative, high-energy with excellent communication skills and a passion for helping others learn and grow.*

Entrepreneurial Spirit  
Customer Support  
Idea Generation  
Time Management

Critical Thinking  
Strategic Planning  
Relationship Building  
Grant Writing

Problem Identification  
Profit Improvement  
Teamwork & Collaboration  
Fund Raising

## RELATED EXPERIENCE

### Presentations

- Plans and coordinates meetings and events.
- Develops program content.
- Excels in managing multiple projects concurrently using detail, problem-solving and follow-through strengths.

### Community Service

- Plays key role in coordinating meetings and events for not-for-profit organizations.
- Performed secretarial duties and member of Family Advocacy Center Board of Directors.
- Active in county leadership role to promote community awareness.

### Customer Care & Communications

- Skills in communicating with diverse socio-economic backgrounds.
- Relationship skills; captures the attention of small groups.
- Continuously promotes "organization mission" by cultivating and developing customer relations.

### Fund Raising & Public Relations

- Performs educational in-services, community outreach, grant writing and training.
- Organizes school events; achieving maximum participation.
- Team leader for multiple events/programs to support the organization mission.

## EMPLOYMENT EXPERIENCE SUMMARY

Hopkins County Board of Education, Madisonville, KY

1992-present

**District Social Worker**, 2005-present

**Family Resource and Youth Service Center Coordinator/Child Care Director**, 1994-2005

**School Social Worker**, 1992-1994

## EDUCATION

**Master's Degree**, University of Louisville, Louisville, KY

**Bachelor of Arts Degree**, University of Kentucky, Lexington, KY

**Rank 1**, Murray State University, Murray KY



# Lee Ann Allen

## Objective

To expand my teaching skills

## Experience

August 2008 – 2015 <b>Adjunct Instructor</b>	Murray State University-Madisonville Campus College of Education	Madisonville, KY
August 2003-Present <b>Special Education Teacher, Madisonville North Hopkins High School</b> <ul style="list-style-type: none"><li>• Resource and Collaborative Teacher</li></ul>	Hopkins County Board of Education	Madisonville, KY
August 2002-August 2003 <b>Substitute Teacher</b>	Hopkins County Board of Education	Madisonville, KY
August 2000-May 2002 <b>Special Education Assistant, Hanson Elementary School</b>	Hopkins County Board of Education	Madisonville, KY
August 1999-May 2000 <b>Instructional Assistant, Hanson Elementary School</b>	Hopkins County Board of Education	Madisonville, KY
1986-1997 <b>Secretary, Food and Nutrition Department</b>	Regional Medical Center	Madisonville, KY
1982-1986 <b>Food and Nutrition Manager</b>	Regional Medical Center	Madisonville, KY

## Education

August 2007 <b>Master of Arts in Education Special Education</b>	Murray State University	Murray, KY
May 2003 <b>Bachelor of Science Learning and Behavior Disorders</b>	Murray State University	Murray, KY
May 2002 <b>Associate of Arts</b>	Madisonville Community College	Madisonville, KY
May 1982 <b>Associate of Science Dietetic Technician</b>	Murray State University	Murray, KY
1979	Greenville High School	Greenville, KY

## References

References are available upon request



# Robyn B. Richardson

55 Saddle Club Road, Dawson Springs, KY 42408 (270) 836-3060

[Robyn.Garland.Richardson@gmail.com](mailto:Robyn.Garland.Richardson@gmail.com)

[Robynb.Richardson@hopkins.kyschools.us](mailto:Robynb.Richardson@hopkins.kyschools.us)

## Objective

*Facilitate growth and success of students, families, and Hopkins County while working as a contributing member of a productive team.*

## Profile

**Well Educated and experienced professional - certification, and experience in middle & high school.** Counseling certification for grades K-12. Experience in all facets of counseling with 9-12 grades. Language Arts certification for grades 5-12. Experience teaching grades 6-12. Excellent writing, public speaking, and communication skills. Well trained in technology used in career.

**Dedicated and Dependable - working until the job is completed on time.** Dedicated and competent professional driven to meet a high standard of excellence. Reputation for dependability, honesty, and dedication as well as passion for professional beliefs.

**Team Oriented-** Willing to lead, contribute, or take direction from administration. Thrives in team-oriented environment where collaboration creates the best solution, team members are encouraged to contribute, and challenged to achieve at a high standard.

## Skills Summary

- |                         |                     |                           |
|-------------------------|---------------------|---------------------------|
| ◆ Skilled with IC       | ◆ Team Oriented     | ◆ School Scheduling       |
| ◆ Event Planning        | ◆ Leadership Skills | ◆ Student/Staff Mediation |
| ◆ Individual Counseling | ◆ Student Motivator | ◆ Student Course Planning |
| ◆ 6-12 Curriculum       | ◆ Organization      | ◆ Written Correspondence  |
| ◆ Public Speaking       | ◆ Project Leader    | ◆ Individual Scheduling   |

## Professional Experience

### COUNSELING/CLASSROOM

- ◆ Counseling Responsibilities
  - School-wide Testing Administration
  - Individual Learning Plan School Coordinator
  - Scheduling and Registration
  - Student Behavior Intervention with Assistant Principals
  - Problem mediation with various parties
  - Administration of School-wide Programs: Governor's Scholar, Scholarships, GT, etc.
  - Author and editor of Course Catalog, Registration materials and Counselor's Newsletter
  - Freshman Registration, School-Wide Registration and Middle School Transition
  - PBIS School Team
  - AdvanceKY and AP Administrator
  - Faculty & Staff Professional Development and Training
  - School Counts Administrator
  - Interpersonal counseling of students, families, and staff
  - Focus Committees Facilitator
  - Participant of various school and community programs and other assigned duties



# Robyn B. Richardson

Résumé, Page 2

## Professional Experience, continued

- ◆ Classroom/Teaching Responsibilities:
  - Supervision of classroom and groups.
  - Scheduling, detailed planning, and implementation of activities.
  - Facilitation of Reading Committee
  - Compilation and narration of Writing Program Review
  - Motivation, education, and testing students
  - Production of Teacher Web Page
  - Sponsor of School Year Book

## COMMUNICATION: REPORTS/PRESENTATIONS/TECHNOLOGY

- ◆ Prepare information, data, and narratives for products such as Program Review and grant programs.
- ◆ Communicate with other colleagues, parents, administrators, and community leaders.
- ◆ Coordination with agencies outside of school in order to facilitate student achievement.
- ◆ Lead professional development sessions for school faculty, parents, and students on various subjects.
- ◆ Motivate students in order to achieve best results for projects, tests, and overall school culture.
- ◆ Astutely learn varied computer programs in order to facilitate better use of resources.

## Employment History

**JAMES MADISON MIDDLE SCHOOL**, – Madisonville, KY  
Guidance Counselor, 2015-2016

**SOUTH HOPKINS MIDDLE SCHOOL** – Nortonville, KY  
Middle School Language Arts Teacher, 2012-2015

**HOPKINS COUNTY CENTRAL HIGH SCHOOL** – Madisonville, KY  
Guidance Counselor, 2000-2012

**HOPKINS COUNTY CENTRAL HIGH SCHOOL** – Madisonville, KY  
English Language Arts Teacher, 1998-2000

**JAMES MADISON MIDDLE SCHOOL**, – Madisonville, KY  
7<sup>th</sup> Grade English Language Arts Teacher & Girls' Basketball Coach, 1996-1998

**HOPKINS COUNTY BOARD OF EDUCATION** – Madisonville, KY  
Substitute Teacher, November 1995-June 1996

## Education

**WESTERN KENTUCKY UNIVERSITY** – Bowling Green, KY  
Rank I Degree - School Counseling Grades K-12, 2004

**WESTERN KENTUCKY UNIVERSITY** – Bowling Green, KY  
Master's Degree - School Counseling Grades K-12, 2000

**WESTERN KENTUCKY UNIVERSITY** – Bowling Green, KY  
Teacher Certification for Grades 5-12, 1996

**WESTERN KENTUCKY UNIVERSITY** – Bowling Green, KY  
Bachelor of Arts Degree, Double Major English & Psychology, 1987



**Shala L. Cullen**  
**775 Pleasant View Road**  
**Madisonville, Kentucky 42431**  
**Home 270-825-9256**  
**Cell 270-339-6294**

**Education:**    **Madisonville Community College**  
85 total hours accumulated

**Associate of Arts with**  
**Distinction December, 2001**

**West Hopkins High School**  
May, 1982

**Vocational Business Diploma**

**Professional Experience:**

**September 3, 2019-Present : Secretary Hopkins County Day Treatment.** I am the front office secretary. Duties include Attendance, Records, and Finance responsibilities.

**January 4, 2009-August 30, 2019: Attendance/Records/Front Desk Secretary, James Madison Middle School.** I am currently the Attendance, Records, and Front Desk Secretary. Attendance responsibilities include keeping daily, monthly and yearly attendance data and reporting this information to the principal and Central Office. I register and enroll new students and send/transfer their permanent record documents to schools when they move. I also sit at the front desk and answer 5 lines and transfer calls to staff and students. I take messages and dispense medications to students. I perform these duties along with truancy correspondence.

**October 1, 2003-December 15, 2008: Reading Program Assistant, James Madison Middle School.** I assist a 100 day Reading Teacher with an accelerated reading program designed to build decoding and comprehension skills in middle school students reading below grade level. I am responsible for testing and placement of students, scheduling, teaching classes, recording and posting grades to Infinite Campus Gradebook and some team responsibilities. I have also worked in technology building households for students in the district. I did this after school and during breaks and in the summer. I serve as SBDM secretary as well an Advisory council member for our Family Resource and Youth Services Center.

**January 18, 2000-September 30, 2003: Itinerant Speech/Language Instructional Assistant, Hopkins County Schools.** I assisted two Speech Pathologists in four schools with drill and practice activities that reinforced the concepts/skills introduced by the SLP; collaborated with classroom teachers; recorded monitoring and progress to SLP; assisted with clerical duties which included collecting and compiling data, recording informal observation data, copying, filing, maintaining records associated with parent conferencing procedures, scheduling of students and meetings, filling out and sending



meeting notices and confirmation of meeting dates, as well as conducting county-wide hearing and preschool/kindergarten screenings.

**October 18, 1999-December/1999: *Special Education Classroom Instructional Assistant, Hopkins County Schools.*** My duties included assisting certified teachers in providing instruction to children with disabilities both in the classroom and in Special Education programs.

**January/1999-October/1999: *Substitute Teacher, First Christian Church Preschool,*** Madisonville. Duties were assisting Pre-School teacher in program on a substitute basis. I received nine C.E.U.s and certification in C.P.R. and First Aid.

**July/1986-1992: *Optometric Assistant/Apprentice Optician/Lab Manager for Dr. Patrick V. Shafer / Horner Rausch Optical,*** formerly of Madisonville. Dr. Shafer presently practices at Wal-Mart Optical, 300 Clinic Drive, Hopkinsville, Kentucky. My job responsibilities included general office work, registration of patients, appointment scheduling, filing, bookkeeping and daily deposits, lab ordering and inventory, training patients for contact lens wear and making eyeglasses.

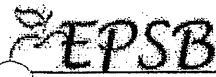
#### **Activities and Interests:**

I am married to Brad Cullen who manages his family's CarQuest Auto Parts store in Madisonville. I check invoices and keep books for the business. We are the proud parents of Tyler, 26, and Lindsey, 22. Tyler graduated from the Kentucky Community and Technical School with a Welding Degree. He is employed at Alliance Coal's Central Shop. Lindsey has graduated from the University of Kentucky with a Communication Degree. She lives and works as a recruiter for ProLink Healthcare in Cincinnati, Ohio. As a family, we enjoy boating, golfing and spending time together as a family.

I have been a member of First General Baptist Church in Madisonville for the past year and a half. Prior to belonging to the General Baptist Church, I was a member of Madisonville First Baptist Church where I have served as Preschool Three Sunday School Teacher, Children's Choir Teacher, Vacation Bible School Teacher Adult One Sunday School Department Co-Director and Outreach Director, E-Mail Prayer Request/List Coordinator for Adult 2A, and a Shop Chairperson for Return to Bethlehem. Through my church I have also organized Easter egg hunts at the Pride Avenue Housing Complex, assisted with Habitat for Humanity building projects with my church family members, as well as organizing mission projects such as Christmas gifts and school supplies for needy families.

I have acquired all prerequisites for the Exercise Science with a Wellness Emphasis Degree from Madisonville Community College. While pursuing my college education, I have taken all of my general education classes along with additional computer and business related courses.





## Education Professional Standards Board

User Name: LSTRADE68 (My Account) | EPSB ID: 200010181

[EPSB Online Services](#)You are here: [Kentucky Education Certificate Inquiry](#) > Educator Profile

Search
Cynthia Ann Dougherty
Credentials
Roles
Permissions
Education
Professional Tests
Training
Demographics
View Application Status

## Cynthia Ann Dougherty

**Credentials**

Any questions about the suspension or revocation should be referred to the Division of Legal Services at 502.564.4606.

Cred	Description	Effective	Expiration	Restricted To
<b>Do Not Print (00)</b>				
RANK1	Rank I	07-01-2019	06-30-2024	
<b>Cert Issued (30)</b>				
B71	Teaching Major: Mathematics	07-01-2019	06-30-2024	
KP2	Professional Certificate For Instructional Leadership - Principal, All Grades, Level 2	07-01-2019	06-30-2024	
PSGF	Provisional Certificate For Teaching In The Secondary Grades 9-12 (And For Departmentalized Grades 7-8 In Field)	07-01-2019	06-30-2024	
<b>Certificate Expired (50)</b>				
RANK1	Rank I	08-08-2002	06-30-2012	
<b>Emergency Substitute (80)</b>				
SX	Emergency Certificate For Substitute Teaching	07-01-2019	06-30-2020	Hopkins County

Note: Suspended and revoked credentials are shown with red text with a strike through line.

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## Lee Ann Allen

Credentials

Any questions about the suspension or revocation should be referred to the Division of Legal Services at 502.564.4606.

Cred	Description	Effective	Expiration	Restricted To
<b>Do Not Print (00)</b>				
RANK1	Rank I	07-01-2017	06-30-2022	
<b>Cert Issued (30)</b>				
KLB	Professional Certificate For Teaching Exceptional Children--Learning And Behavior Disorders, Grades Primary Through 12	07-01-2018	06-30-2023	
NB01	National Board Certification	07-01-2017	06-30-2022	

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## Alan Wayne Hall

**Credentials**

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Cred	Description	Effective	Expiration	Restricted To
<b>Do Not Print (00)</b>				
RANK2	Rank II	07-01-2016	06-30-2021	
<b>Cert Issued (30)</b>				
KLB	Professional Certificate For Teaching Exceptional Children—Learning And Behavior Disorders, Grades Primary Through 12	07-01-2016	06-30-2021	
<b>Certificate Expired (50)</b>				
RANK2	Rank II	12-10-2011	06-30-2016	

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## James Blanton Wilcox

Credentials

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Cred	Description	Effective	Expiration	Restricted To
<b>Do Not Print (00)</b>				
RANK2	Rank II	07-01-2020	06-30-2021	
<b>Cert Issued (30)</b>				
KG71	Professional Certificate For Middle Grades Mathematics, Grades 5-9	07-01-2015	06-30-2020	
KMA	Professional Certificate For Teaching Mathematics, Grades 8 Through 12	07-01-2016	06-30-2021	
<b>History (97)</b>				
RANK2	Rank II	07-01-2011	06-30-2020	

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## Robyn Bearden Richardson

### Credentials

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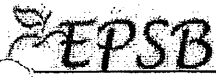
Cred	Description	Effective	Expiration	Restricted To
<b>Do Not Print (00)</b>				
RANK1	Rank I	12-31-2004	06-30-2020	
<b>Cert Issued (30)</b>				
B30	Teaching Major: English	08-19-1996	--	
M30	Endorsement For Teaching English And Communications, Grades 5-8	07-01-2016	06-30-2020	
PSGF	Provisional Certificate For Teaching In The Secondary Grades 9-12 (And For Departmentalized Grades 7-8 In Field)	07-01-2016	06-30-2020	
SCE	Standard Certificate For School Counselor, Elementary Grades K-8	07-01-2015	06-30-2020	
SCS	Standard Certificate For School Counselor, Secondary Grades 5-12	07-01-2015	06-30-2020	

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## Elizabeth Ashley Gaines

**Credentials**

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Cred	Description	Effective	Expiration	Restricted To
<b>Do Not Print (00)</b>				
RANK1	Rank I	07-01-2013	Lifetime	
<b>Cert Issued (30)</b>				
PSW	Provisional Certificate For School Social Worker	05-09-1992	Lifetime	

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