

Division of Health Service Regulation

STATEMENT OF DEFICIENCIES AND PLAN OF CORRECTION	(X1) PROVIDER/SUPPLIER/CLIA IDENTIFICATION NUMBER:  <b>MHL0601519</b>	(X2) MULTIPLE CONSTRUCTION A. BUILDING: _____  B. WING _____	(X3) DATE SURVEY COMPLETED  <b>C</b> <b>05/24/2024</b>
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NAME OF PROVIDER OR SUPPLIER  <b>KENAN COTTAGE THOMPSON CHILD &amp; FAMILY FOC</b>	STREET ADDRESS, CITY, STATE, ZIP CODE <b>6736 SAINT PETER'S LANE MATTHEWS, NC 28105</b>
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(X4) ID PREFIX TAG	SUMMARY STATEMENT OF DEFICIENCIES (EACH DEFICIENCY MUST BE PRECEDED BY FULL REGULATORY OR LSC IDENTIFYING INFORMATION)	ID PREFIX TAG	PROVIDER'S PLAN OF CORRECTION (EACH CORRECTIVE ACTION SHOULD BE CROSS-REFERENCED TO THE APPROPRIATE DEFICIENCY)	(X5) COMPLETE DATE
V 000	<p><b>INITIAL COMMENTS</b></p> <p>A complaint survey was completed on 5-24-24. The complaint was unsubstantiated (intake #NC00215861). A deficiency was cited.</p> <p>This facility is licensed for the following service category: 10A NCAC 27G .1800 Intensive Residential Treatment For Children Or Adolescents.</p> <p>This facility is licensed for 9 and currently has a census of 6. The survey sample consisted of audits of 6 current clients.</p>	V 000	<p style="text-align: center;"><b>RECEIVED</b> <b>JUN 28 2024</b> <b>DHSR-MH Licensure Sect</b></p> <p>Correction:</p> <p>1. Program Supervisor will be responsible for the educational program and curriculum and ensure all clients get educational services while in placement.</p> <p>2. Program Director reviewed and updated the Residential Educational Services Operating Guideline to reflect that Case Managers will collaborate before admission with legal guardians and the clients LEA to assess educational needs and develop individualized education plans. Staff were trained on the updated procedure.</p> <p>3. The Program Supervisor and coaches will ensure all clients receive appropriate academic support while receiving services as evidence by enrollment in approved curriculum..</p> <p>Prevention:</p> <p>1. Program Supervisor will oversee the implementation of the policy and ensure all clients receive academic support through supervision, program schedule, and available reporting in the curriulcum.</p> <p>2. Educational records of clients are required for admission into the program. Case managers will follow up within 7 days of admission if documents are not received.</p>	
V 305	<p>27G .1805 Intensive Res. Tx. Child/ Adol - Operations</p> <p>10A NCAC 27G .1805 OPERATIONS</p> <p>(a) Each facility shall serve no more than 12 children or adolescents.</p> <p>(b) Family members or other legally responsible persons shall be involved in development of plans in order to assure a smooth transition to a less restrictive setting.</p> <p>(c) Educational services within the facility shall be arranged and designed to maintain the educational and intellectual development of the child or adolescent. Treatment staff shall coordinate with the local education agency to ensure that the child or adolescent's educational needs are met as identified in the education plan.</p> <p>(d) Psychiatric consultation shall be available as needed for each child or adolescent.</p> <p>(e) If an adolescent has his 18th birthday while receiving treatment in the facility, he may remain for six months or until the end of the state fiscal year, whichever is longer.</p> <p>(f) Each child or adolescent shall be entitled to age-appropriate personal belongings unless such entitlement is counter-indicated in the treatment</p>	V 305		

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LABORATORY DIRECTOR'S OR PROVIDER/SUPPLIER REPRESENTATIVE'S SIGNATURE	TITLE	(X6) DATE
<i>Danielle Mitchell Quality Improvement Specialist</i>	<i>CB2524</i>	

STATE FORM 9880 TF1211 If continuation sheet 1 of 16

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V 305	<p>Continued From page 1</p> <p>plan.</p> <p>(g) Each facility shall operate 24 hours per day, seven days per week, and each day of the year.</p> <p>This Rule is not met as evidenced by: Based on record reviews and interviews, the facility failed to ensure educational services were made available to meet the clients' needs. The findings are:</p> <p>Review on 4-17-24 of client #1's record revealed: -Date of admission: 3-25-24. -Age: 12. -Diagnoses: Attention Deficit Hyperactivity Disorder (ADHD) combined Type; Difficulty with Emotional Regulation; Defiant Behaviors. -Person Centered Plan completed on 9-12-23 and updated 3-14-24 revealed: Goal: "[Client #1] will participate in a full day (8am-2:45p) of school at least 4 out of 5 days per week."</p> <p>Review on 5-21-24 of client #2's record revealed: -Date of admission: 4-9-24. -Age: 15. -Diagnoses: ADHD; Oppositional Defiant Disorder (ODD). -No documentation of educational needs provided by survey exit.</p> <p>Review on 5-21-24 of client #3's record revealed: -Date of admission: 1-29-24. -Date of discharge: 4-25-24. -Age: 15. Diagnoses: ADHD combined Type; ODD; Major Depression; Anxiety.</p>	V 305	<p>Monitoring (cont'd):</p> <p>1. Program Supervisor will continue to follow up with staff who will be trained to provide on-going educational services to clients while in the CSP program.</p> <p>2. Residential coaches will monitor programming weekly.</p>	Ongoing

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V 305	<p>Continued From page 2</p> <p>-Child and Family Assessment (CCA) dated 2-23-24: "Non-Treatment Recommendation: It is recommended that records be obtained from all previous school placements, mental health, psychiatric and health care providers including but not limited to IEPs (Individualized Education Program), 504 Plans..."</p> <p>-Review on 5-21-24 of client #4's record revealed: -Date of admission: 3-5-24. -Date of discharge: 5-13-24. -Age: 16. -Diagnoses: Major Depressive disorder; Intermittent Explosive Disorder; ODD. -CCA (Comprehensive Clinical Assessment) dated 4-1-24: "Non-Treatment Recommendation: It is recommended that records be obtained from all previous school placements, mental health, psychiatric and health care providers including but not limited to IEPs, 504 Plans..."</p> <p>Review on 5-21-24 of client #5's record revealed: -Date of admission: 2-29-24. -Date of discharge: 4-24-24. -Age: 13. -Diagnoses: Disruptive Mood Dysregulation Disorder; ADHD; Reaction to Severe Stress. -CCA dated 3-27-24: "Non-Treatment Recommendation: It is recommended that records be obtained from all previous school placements, mental health, psychiatric and health care providers including but not limited to IEPs, 504 Plans..."</p> <p>-Review on 5-21-24 of client #6's record revealed: -Date of admission: 2-21-24 -Date of discharge: 4-25-24. -Age: 15 -Diagnoses: Post Traumatic Stress Disorder; Conduct Disorder; Anxiety.</p>	V 305		

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V 305	<p>Continued From page 3</p> <p>-CCA dated 3-18-24: "Non-Treatment Recommendation: It is recommended that records be obtained from all previous school placements, mental health, psychiatric and health care providers including but not limited to IEPs, 504 Plans..."</p> <p>Attempted interview on 4-24-24 with client #1 unsuccessful as client was AWOL (absent without leave).</p> <p>-Client #1 did not return to the facility prior to exit (5-24-24).</p> <p>Review of emails sent on 4-16-24 (4:12pm), 4-18-24 (2:32pm) and 5-21-24 (3:06pm) from the Quality Improvement Specialist to the Division of Health Service Regulation (DHSR) surveyor revealed:</p> <p>- "CSP (Crisis Short-term Program) (Intensive Residential Treatment for Children or Adolescents) does not require school for clients. However, staff do GED (General Education Diploma) prep (preparation) with the older clients and they also have access to [Educational Curriculum]."</p> <p>- "As far as education components, CSP is not receiving any educational programming at this time. In the past, they had access to [Educational Curriculum], but that has changed. If you are not familiar with [Educational Curriculum] just let me know and I can send something."</p> <p>- "As for the education piece, CSP has "school" on their daily schedule, but it's not a formal program that they use. They do worksheets, GED prep, etc. I was under the impression they had access to [Educational Curriculum], but they don't. I've attached the schedule that [Program Supervisor] provided to me."</p> <p>- No Educational Coordinator in place since 11-16-23.</p>	V 305		

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V 305	<p>Continued From page 4</p> <p>Interview on 4-24-24 with client #2 revealed: -"I been here (facility) a week and a day (4-9-24)" -"I wake up at 8:30, eat and do some educational activities like quotes (staff give clients a quote for the day to learn) then go to lunch." -"We don't do any educational stuff (no math, science, reading) right now, but one of the kids (clients) stated that we do sheets (worksheets) some (other clients) ask about stuff to do (educational activities) so we don't forget (school work). Some kids (does not remember which kids) have asked for worksheets. I haven't asked for any worksheets yet. Do I have to have to go to school? I don't want to go to school because I already know everything. I'm 15 years old. I know how to count and read."</p> <p>Interview on 4-24-24 with client #3 revealed: -"I've been here (facility) for 3 months." -"We do group with [staff #8]. We do projects, create spaceship, football team, army base. We do paperwork about anger, anxiety, self harm. Sometimes we do educational stuff (math or reading worksheets) with [staff #6], she would print off stuff (worksheets) from her phone." -"I'm the main one doing it because I like to do work (school work). Usually on Friday I do school work (worksheet) because [staff #8] don't work on Friday."</p> <p>Interview on 4-24-24 with client #4 revealed: -"I've been here (facility) since March 5th (2024)." -"From what I have heard, since we are short term (only in the program for up to 45 days) we don't do school, not worried about it because I'm home school."</p> <p>Attempted interview on 4-24-24 with Client #5 was unsuccessful. Client refused an interview.</p>	V 305		

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V 305	<p>Continued From page 5</p> <p>Interview on 5-22-24 with staff #3 revealed:                      -Has worked at the facility two years as a residential care specialist.                      -No formal educational program.                      -"They (clients) break into groups during the day for programing (therapy, goals, expectations, groups, projects)."                      -"Our groups will do educational things with them. Prior to last week (before 4-29-24) we (staff) were doing education (worksheet) with them."                      -"Two years ago when I first started to work, they (clients) were doing [Educational Curriculum] every day."                      -"They (clients) had laptops, they had to be assessed (tested to see what grade level they were on) and there were teachers talking while they did their work."                      -"I think they (clients) had sessions (an allotted time to work on a specific educational component) and when each session was over they would go to the next one, when they finished that was that for the day."                      -"After routine in the morning (hygiene, breakfast and medication administration), we (clients and staff) would go downstairs, set up laptops to start school, It (school) would go from after breakfast until around lunch time."                      -"I have no idea what clients were told about there not being school (at the facility)"                      -"Some clients do ask about school and are told they don't go to an actual school."                      -"Whatever we (staff) can provide that's what they'll get."                      -"I don't understand why they don't have school. The longer they are out (of school) the more they won't want to go."                      -"Bad impact. They are not getting the education they should be getting."</p>	V 305		

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V 305	<p>Continued From page 6</p> <p>Interview on 5-22-24 with staff #4 revealed: -Has worked in the facility for about a month and two weeks, as a direct care specialist. -"What education? [Staff #8] may give them something that might be mathematical. [Staff #8] may come out with a math or science documentary. Everyday it varies" -"When I first started, she (program supervisor) mentioned the educational part." -"The staff (staff working in the cottages) really implement the educational part with the kids." -"It (not having an educational component) impacts them (clients) greatly, I'm keen on education, I teach my kids (clients), even though they are here for a short period of time it (education) is very important for them to have. It gives them something to focus on to keep behaviors at a minimum..." -"Education can give hope and change behavior..."</p> <p>Interview on 5-22-24 with staff #6 revealed: -Has worked for the provider for two years in May 2024. -Has worked in the facility a few months as a residential care specialist. -"Two years ago when I started, they (clients) did do school, they were on laptops with teachers, had workbooks, it wasn't long (the education program didn't last long), didn't last long maybe a month or two." -"A few months ago (unknown date) we had a teacher from the school (PRTF) who made packets but we (Intensive Residential Treatment for Children or Adolescents) never really had school." -"I was told it was like that (no formal education plan) because the kids (clients) are not with us for long." -"I've had to explain to parents (no education</p>	V 305		

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V 305	<p>Continued From page 7</p> <p>curriculum), and I've had social workers ask (why there is no school)."</p> <p>- "Some clients ask about school. We've had clients that only have a 3rd or 5th grade education. Some can write but can't read."</p> <p>- "Older kids don't want to fail their last grade so they will ask about school or they may ask about getting their GED."</p> <p>- "I know you're (clients) suppose to be in some schooling."</p> <p>- "I've had clients ask about schoolwork, and I'll print off worksheets from [internet program] to keep their mind stimulated."</p> <p>- "Some of the clients don't want to go to school but still want to get a GED."</p> <p>- "For some, it (not having a educational curriculum) may cause a crisis (behaviors).</p> <p>Interview on 5-22-24 with staff #8 revealed:</p> <p>- Worked at the facility for a little over a year as a residential specialist.</p> <p>- "There's nothing in the cottage for education of clients. Never had it (education curriculum). Not sure what [Education Curriculum] is. There are no computers, not since I've been here."</p> <p>- "Of course it's terrible (impact of clients not having a educational plan)."</p> <p>- "Some of the kids have requested to go to school and were told 'were working on it.'"</p> <p>- "We (staff) do it all the time (tell management that education is needed for the clients). We (staff) can't teach history or math, we are not qualified for that ...when the issue is raised (with supervisors/management) we are told 'we're trying to get this (education) in place.'"</p> <p>- "There is no education going on period."</p> <p>Interview on 5-22-24 with staff #9 revealed:</p> <p>- Has worked at the facility for 2 years.</p> <p>- "Clients are up at 8:30am. They do hygiene,</p>	V 305		



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V 305	<p>Continued From page 8</p> <p>clean their room, and they have a family style breakfast and then programming. Programing consist of [Staff #8's] corner. [Staff #8] is a pastor so we do Bible study, worksheets, math, English, prevention and intervention, long and short term goals"</p> <p>"You got some kids that will come in and get with the program (the worksheets and activities that staff put together for the clients) and others that say it's not real school, I'm not doing this. At least it is something for them instead of doing nothing."</p> <p>"Some of the kids since I've been here, have mentioned it (school) and said 'I'm falling behind,' but some kids take it like a vacation."</p> <p>"We had one kid (unknown) that hadn't been in school in 7 months."</p> <p>"Worksheets come from [Staff #8]. [Staff #8] has been doing this (working with kids) for a while and he has a whole book of stuff (worksheet and activities), he will make copies and the kids enjoy him."</p> <p>Interview on 4-17-24 and 5-22-24 with the Program Supervisor revealed:</p> <p>-Worked at the facility for a year and a half (2-7-23).</p> <p>-Educational Coordinator was responsible for the facility's educational program.</p> <p>-There was no structured educational program in place. Each cottage was doing different educational programing.</p> <p>"When I first came (February 2023) they had a program (educational) in each cottage and it was, some of them (clients) did this and some did that (different programing), but there was no structure (no formal plan)."</p> <p>"We had a [Former Educational Coordinator (FEC)]. I had staff that would be pulling things off of the computer (downloading worksheets and educational materials) for my girls (clients) at a</p>	V 305		

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V 305	<p>Continued From page 9</p> <p>sister facility) depending on what level they were at but nothing formal only PRTF had formal education. Then we got [Educational Curriculum], and honestly to this day, I still don't know what [Educational Curriculum] is. At [sister facility] we had boys (clients) that needed GEDs and stuff. But formal education? No. The day (unknown date) we were supposed to meet (Program Supervisor and FEC) so she (FEC) could show me the [Educational Curriculum], she (FEC) was gone (no longer worked for the facility). I was never told a reason or given a explanation (about FEC's exit)."</p> <p>"I started brainstorming with my leads (lead staff at the cottages) and people that had been here longer to see what we could put together. We don't have formal education but we try to put something together."</p> <p>-Program Supervisor and staff download educational worksheets from the internet for the clients.</p> <p>"They (clients) are only here for up to 45 days so as far as getting something from their school, that was supposed to be the educational person."</p> <p>"My boys (clients) at [sister facility] and my girls (client) at [sister facility] all they ask about is school because they feel like they are here and they are falling behind....I'm beating myself up every day trying to find something for them to do. We are pulling up things (worksheets) the night before, again no structure."</p> <p>-No one went over the 1800 (Intensive Residential Treatment For Children or Adolescents) rules with her when she took the position.</p> <p>"Yes, I knew education was supposed to be in place. Did we have formal education? No ..."</p> <p>"I knew there was supposed to be an educational component and we had packets (worksheets and activities downloaded from the internet and put</p>	V 305		

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V 305	<p>Continued From page 10</p> <p>together by staff)."</p> <p>-"We are setting them up for failure because they are coming here and not getting education."</p> <p>-Program Supervisor and FEC would put worksheet packets together for the clients.</p> <p>-"The packages were dropped off (at the cottages each morning ...some education is better than no education."</p> <p>-I told DSS (Department of Social Services) workers, if they had anything (from the clients school) that they wanted me to follow up on to let me know."</p> <p>-"Yes I told them (guardians) we (facility) don't have anything formal as far as education, so if you have anything they ended (last school attendance) with give it to me ...most social workers didn't have anything, didn't know anything about it (clients educational plan). They (social workers) were just dropping them (client) off."</p> <p>-"CSP (Intensive Residential Treatment for Children or Adolescents) didn't talk about education. I have brought this up (to supervisor and others in administration) several times. [FEC] knew from day one (their was no educational component for the Intensive Residential Treatment for Children or Adolescents)."</p> <p>-"She (FEC) was the educational person that talked to [Program Director]. There were tactical meetings (weekly team meetings) when I brought that up (no educational plan)... "</p> <p>-"[Program Manager] was her (program supervisor) director when she started."</p> <p>-"She started in February (2023) and yes, by June (2023) it was brought up in the weekly tactical meetings, Heard about [Educational Curriculum] but thought that was always for PRTF ..."</p> <p>-"I was told (by FEC) the packets would come (worksheets, math stuff, maybe some reading)</p>	V 305		

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NAME OF PROVIDER OR SUPPLIER  <b>KENAN COTTAGE THOMPSON CHILD &amp; FAMILY FOC</b>	STREET ADDRESS, CITY, STATE, ZIP CODE <b>6736 SAINT PETER'S LANE MATTHEWS, NC 28105</b>
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V 305	<p>Continued From page 11</p> <p>...to me. They (the packets) were like for 1st graders. The packets that she (FEC) used to bring us were like kiddy packets." I was told (by FEC), "Well that's what I have".</p> <p>Interview on 5-21-24 with the Program Director revealed:</p> <ul style="list-style-type: none"> <li>- "When I started (April 2022) there was no education services. I had to put one into place.</li> <li>- "In May/June 2022, I purchased everything (Educational Curriculum)..."</li> <li>- There were programs with implementing the educational curriculum in to the Intensive Residential Treatment for Children or Adolescents programs. "[Educational Curriculum] implementation is not good."</li> <li>- "Where was the ball dropped? A lot of transitions (staff/position changes on campus)."</li> <li>- "Kids (clients) can come and in two weeks they are gone."</li> <li>- "The focus was on PRTF with DPI (Department of Public Instruction) and the school... all of it just flopped somewhere in the transition."</li> <li>- "I assumed, based on the reports (from staff) we were getting, that we were good (education program was in place). This is the effects of the transition."</li> <li>- Was not aware that the educational curriculum was not in place until provider was informed by DHR that the educational plan was not in place. "I was told by (her staff ) this was handled,"</li> <li>- Not sure exactly what the guardians are told at admission. " We have a program booklet and it talks about our support in their (client's) education. A lot of time they (clients) are not enrolled in school, we deal with DHHS (Department of Health and Human Services) and don't deal with parents; at lot of time they (DHHS workers) don't have their educational information."</li> </ul>	V 305		

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V 305	<p>Continued From page 12</p> <p>- "PRTF had [Educational Curriculum], CSP program never got it."</p> <p>- "[Program Supervisor] was always saying I got it (educational plan), but did not say we don't have nothing, and maybe she wasn't fully aware of the requirements."</p> <p>Interview on 5-21-24 with the Chief Performance Officer revealed:</p> <p>- She was aware of the education rules for the CSP (Intensive Residential Treatment for Children or Adolescents program).</p> <p>- "I can't answer how long we have been without an educational program because I was not aware that we did not have an education program."</p> <p>- "I don't know specifically what guardians are told about the educational component upon enrollment."</p> <p>- "Impact of not receiving educational component? (what was the impact of clients not receiving their education while at the facility), continuity of clients' education."</p> <p>- "A lot of them are not in school or may be homeless. This is a Crisis Stabilization Program... some haven't been in school for months."</p> <p>- "Getting student records and documentation (from the previous school) has been difficult."</p> <p>- "Unsure why [Educational Curriculum] stopped.. as an online resource."</p> <p>Interview on 5-21-24 with the Admission Supervisor revealed:</p> <p>- Has worked for the facility for about 4.5 years.</p> <p>- Completed the referral process for the crisis program (Intensive Residential Treatment for Children or Adolescents).</p> <p>- "There was an admission package sent (to guardians for completion prior to date of admission), if I got questions at intake about education, I told them (clients/guardians) that</p>	V 305		

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V 305	<p>Continued From page 13</p> <p>(education curriculum) was part of it; I would usually say yes there was an educational component, but I didn't know (if there was a education component)."</p> <p>- "Yes", He was aware of 1800 (Intensive Residential Treatment for Children or Adolescents) rules.</p> <p>Interview on 5-22-24 with client #3's guardian revealed: -She was informed on client #3's date of admission, during the intake process that the program did not have an educational program in place. -She was not concerned about the educational component because client #3 is home schooled.</p> <p>Interview on 5-22-24 with client #4's guardian revealed: - "Yes", she knew that the facility did not have a educational component. - Asked one of the staff (unsure of who she asked) if client #4 was getting school after he was admitted, - Not sure of the date, "maybe a couple of weeks, 1 or 2 (weeks) after he had been there." - Client #4 was not concerned about not getting school while he was at the facility, "No, he hates school." - "I was concerned it (no educational component) would start to affect his mental health."</p> <p>Interview on 5-23-24 with client #6's guardian revealed: - She was not informed that the program did not have a educational component. - "He (client #6) had already been there about 3 weeks when I found out he was not going to school. I was talking to him on the phone one night (does not remember the date) and I asked</p>	V 305		

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V 305	<p>Continued From page 14</p> <p>him if he was going to school and he said no they don't have school." -" Talked to a couple of people about his school (does not remember who she spoke with). He needed to be in school. I was concerned because he already had to stay back when he was in the 2nd grade and I didn't want him to get behind and have to repeat another year cause he is real sensitive about having to repeat his grades."</p> <p>Review on 4-29-24 of the facility's plan of protection dated 4-29-24 and completed by the Quality Improvement Specialist revealed: "What immediate action will the facility take to ensure the safety of the consumers in your care? 1. Effective 4/29/24, Program Supervisor will send an email out to all Kenan (facility) staff that all clients will begin utilizing an educational program. The education plan will be reviewed at the next staff meeting on May 1, 2024. 2. Program Supervisor will review active Kenan client's records to inspect for educational records. For those missing educational records, the Program Supervisor will ensure by 5/3/24 that all educational records have been requested for active Kenan clients. 3. By 5/7/24 the clients will be enrolled in the educational program. Describe your plans to make sure the above happens. Program Supervisor will provide documented evidence that the email was sent to staff. Read receipts will be requested to ensure staff have read the email."</p> <p>The facility served clients ranging in age from 12 to 17 years old with diagnoses including Attention Deficit Hyperactivity Disorder, Defiant Behaviors, Emotional Regulation, Oppositional Defiant</p>	V 305		

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V 305	<p>Continued From page 15</p> <p>Disorder, Depression, Anxiety and Intermittent Explosive Disorder. The program served up to 9 clients for a period of up to 45 days. For at least a year and a half the facility failed to provide formal educational support for the clients. The direct care staff who were not qualified as educational staff were downloading worksheets from the internet on their personal phones. The Program Supervisor had to find something educational for the clients to do however the Program Supervisor was not qualified as a teacher. There was no educational coordinator assigned to the Intensive Residential Treatment programs and there was no coordination with other team members such as case managers, and school officials regarding educational support for the clients.</p> <p>This deficiency constitutes a Type B rule violation which is detrimental to the health, safety and welfare of the clients and must be corrected within 45 days.</p>	V 305		