

## Attachment 4

### School's Exit Standards for Graduating Students

Teen Path to Success will follow the Alabama State requirements for graduating seniors. Students will have no less than 24 credits in order to receive a diploma. These credits must include the following:

<i>Courses</i>	<i>Earned Credits</i>
History/Social Studies	4
English	4
Math	4
Science	4
Career Technology Education, and/or Art, and/or Foreign Language	3
Physical Education	1
Health	.5
Career Preparedness	1
Other Courses/Electives	2.5
<i>Total:</i>	<i>24</i>

In order to earn a credit, the student must pass all courses with 60% or above. They must also complete and pass any, and all, supplementary assignments given by the instructor. Students must be able to adequately analyze grade level reading. Students will be able to show a firm knowledge of the English language and mathematics. Students will be familiar with scientific concepts in the physical and environmental sciences. Students will have a basis of the working of the US government, economics, US history, and familiarity with world history.

# ATTACHMENT 5

## Teens Path to Success | 2017-2018 CALENDAR

### JULY/AUGUST

July 24-28 and  
July 31 -August 4  
Professional Development  
7 First day of school year  
Total Days:  
23 staff, 18 student

AUGUST '17						
S	M	T	W	Th	F	S
	31	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		

FEBRUARY '18						
S	M	T	W	Th	F	S
				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			

### FEBRUARY

Total Days:  
20 staff, 20 student

### SEPTEMBER

4 Labor Day Holiday

Total Days:  
20 staff, 20 student

SEPTEMBER '17						
S	M	T	W	Th	F	S
					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

MARCH '18						
S	M	T	W	Th	F	S
				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

### MARCH

30 Professional Development

Total Days:  
22 staff, 21 student

### OCTOBER

16 Professional Development

Total Days:  
22 staff, 21 student

OCTOBER '17						
S	M	T	W	Th	F	S
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				

APRIL '18						
S	M	T	W	Th	F	S
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					

### APRIL

Total Days:  
21 staff, 21 student

### NOVEMBER

23-24 Thanksgiving Holiday

Total Days:  
20 staff, 20 student

NOVEMBER '17						
S	M	T	W	Th	F	S
			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		

MAY '18						
S	M	T	W	Th	F	S
		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		

### MAY

28 Memorial Day

Total Days:  
22 staff, 22 student

### DECEMBER

25-26 Christmas Holiday  
27-29 Teacher Work Days

Total Days:  
19 staff, 16 student

DECEMBER '17						
S	M	T	W	Th	F	S
					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						

JUNE '18						
S	M	T	W	Th	F	S
					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

### JUNE

Total Days:  
21 staff, 21 student

**JANUARY**

1 New Year's Day  
 15 M.L. King Holiday

JANUARY '18						
S	M	T	W	Th	F	S
	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			

Total Days:  
 21 staff, 21 student

**JULY '18**

**JULY**

4-5 Independence Day  
 20 Last Day of School

S	M	T	W	Th	F	S
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				

Total Days:  
 13 staff, 13 student

**Teens Path to Success | 2017-2018 CALENDAR**

## Attachment 6

### **Structure of the School Day and Week, Including Number of Instructional Hours/Minutes for Subjects, Length of School Day, Start and Dismissal Times, Reason Schedule is Optimal for Student Learning, Minimum Time Per Day/Week Devoted to Academic Instruction per Grade, and Sample of Daily and Weekly Schedule**

Due to the uniqueness of the proposed program, TPS recognizes that a daily and weekly schedule will need to be adjusted for each facility. Each facility will have a variant in student numbers, classrooms sizes, and hours allotted for education. For the daily schedules suggested below, TPS will operate on a four hour per day schedule for classroom instruction and additional time for tutoring, therapeutic services, conferences, learning support services, and further supports. Therapists may use core instruction time, if needed, to pull students for individual therapeutic sessions. The sample schedules provided will be optimal as they provided small class room sizes, allowing teachers time to work with individual students as needed. This also provides time for students to receive therapeutic services and other educational services according to his or her IAP.

The daily schedule will operate Monday through Friday each week, unless a change is necessary to accommodate all students. If so, the schedule will be revised for that facility.

#### ***SAMPLE DAILY SCHEDULE (Morning Core Courses)***

<b><i>Instructional Time</i></b>	<b><i>Coursework</i></b>
8:00-8:15	Restorative Practice Circle
8:15-9:00	Core Course #1
9:00-9:45	Core Course #2
9:45-10:00	Break
10:00-10:45	Core Course #3
10:45-11:30	Core Course #4
11:30-12:00	Elective Course
12:00-1:00	Lunch Break and Teacher Prep
1:00-4:00	Tutoring sessions, group therapy, conferences, learning support services, additional supports, etc.



For facilities with a larger number of students, the second half of the day may need to be used for core course instruction with a different group of students. In which case, the schedule may need to be reversed.

***SAMPLE DAILY SCHEDULE (Afternoon Core Courses)***

<b><i>Instructional Time</i></b>	<b><i>Coursework</i></b>
8:00-11:00	Tutoring sessions, group therapy, conferences, learning support services, additional supports, etc.
11:00-12:00	Lunch Break and Teacher Planning
12:00-12:15	Restorative Practice Circle
12:15-1:00	Core Course #1
1:00-1:45	Core Course #2
1:45-2:00	Break
2:00-2:45	Core Course #3
2:45-3:30	Core Course #4
3:30-4:00	Elective Course

## **Attachment 7**

### **School Enrollment Plan**

Teen Path to Success will provide consistency to all new students regarding enrollment by following the "Enrollment Checklist," on the following page. The individual checklist tasks will be signed by the guidance counselor, and other appointed staff, as the items are completed. Once all of the tasks are finalized, the check sheet will be placed in the student's file. All documentation and maintenance to student records will be kept using Chalkable.

The checklist will be used as an accountability tool to confirm that the required procedures and documents for enrollment were completed in a timely manner. The checklist contains information regarding the student such as the facility where he or she is housed, the finalization of enrollment paperwork and orientation, the creation of the Individual Academic Plan, parental communication, and course enrollment.

## Enrollment Checklist

Student Name: \_\_\_\_\_

Date of Enrollment: \_\_\_\_\_

Facility: \_\_\_\_\_

- **Initial meeting with Student**

- Date \_\_\_\_\_ TPS Staff : \_\_\_\_\_
- Age of student: \_\_\_\_\_ Will student participate? Y or N  
*(Note: If student is 16 and under, participation is mandatory. If student is over 17, the student may decline participation.)*
- Discussion of academic options
- Review and signing by student of TPS enrollment packet and handbook

- **Parental meeting**

- Arrangements made to review and sign TPS Enrollment Packet and Handbook by parents. Date of review: \_\_\_\_\_ TPS Staff: \_\_\_\_\_

- **Creation of Individual Academic Plan (IAP)**

- Date: \_\_\_\_\_ Created by: \_\_\_\_\_

- **Communication of IAP**

- Date of Student Review: \_\_\_\_\_ TPS Staff: \_\_\_\_\_
- Date of Parent Review: \_\_\_\_\_ TPS Staff: \_\_\_\_\_
- Method of Parent Review (conference, phone call, etc.) \_\_\_\_\_

- **Finalization of IAP**

- Date: \_\_\_\_\_ TPS Staff: \_\_\_\_\_

- **Enrollment in Online Curriculum**

- Date: \_\_\_\_\_ TPS Staff: \_\_\_\_\_

## Attachment 8

### School's Approach to Student Discipline

#### STUDENT DISCIPLINE

Pinnacle Behavioral Health/TPS requires that all students conduct themselves in a manner that facilitates the educational process. To insure that the educational process in the schools is not disrupted because of misbehavior on the part of enrolled students; The Pinnacle Schools will the Code listed below.

#### MINOR OFFENSES

Name	Description
Excessive Distraction	Any conduct and/or behavior which is disruptive to the orderly educational process in the classroom or any similar grouping for instruction.  <b>1<sup>st</sup> Referral:</b> Conference with the student <b>2<sup>nd</sup> Referral:</b> Loss of school privileges
Non-approved Organization	Any on-campus activities of fraternities, sororities, secret societies, non-affiliated school clubs, or gangs.
Profanity	Use of profane or obscene language (verbal, written, or any gesture).
Inappropriate Display of Affection	Including, but not limited to, embracing and kissing.
Unauthorized Class Absence	Cutting class within the school building or on campus.
Providing False Information	Providing false information to an employee of ACS including but not limited to, giving false student information data, forgery of school notes, grades, signatures (teachers' or parents') and concealment of information directly relating to school business.
Refusal to Complete Work	Repeated refusal to complete class assignments.
Failure to Follow Instructions/Defiance of Authority/Insubordination	Failure to comply with instructions from any ACS employee.
Unauthorized Use of Property	The use of school property without permission.
Littering	Leaving trash on school grounds instead of in a trash can.
Possession of Tobacco	Possession of any tobacco products including paraphernalia and electronic cigarettes.
Technology Infraction	Please refer to the Technology Infraction table below.
Use or Display of Cell Phone/Electronic Devices	Using or displaying personal electronic devices, like a cell phone, after being warned by an ACS employee to put away the item.
Cheating/Academic Dishonesty	This offense includes plagiarism, cheating, and forgery.

All Class I violations will be dealt with in class, and will require point loss, and possible RO visit.

All of the following offenses will be reported to facility officers and result and dismissal from class for a period of time.

### INTERMEDIATE OFFENSES

Name	Description
Fighting	Large or preplanned physical confrontation between individuals in which physical contact is made with harmful intent or where there are injuries.
Vandalism/Destruction of Property	Intentional action resulting in injury or damages to property.
Theft	Taking or obtaining property belonging to another without permission and/or knowledge of the owner.
Repeated Threats	3 or more incidents during a two month period of non-specific threat made in the heat of the moment. For example, while arguing with another student, yelling "This is not over!" or "I'll pay you back!"
Inadvertent Possession of Pocket Knife or Pepper Spray	Inadvertent possession of a simple pocket knife, mace, or pepper mace that is not used in a threatening manner, nor with a suggestion of threat, and is not openly displayed and with no intent to be armed and with no participation in violence while in possession.
Appearance of a Gun	Having any instrument that gives the appearance of a gun or knife.
Sexual Touching	Touching of another person in a sexual manner.
Sexual Harassment/Sexual Proposition	Unwelcome touching, or other unwelcome sexual advances or propositions, requests for sexual favors or sexually degrading words toward a person, graphic comments or materials about a person's body, or other unwelcome oral, written, or physical conduct of a sexual nature when made by a student directed to another student or staff member constitutes sexual harassment.
Possession of Pornographic Material	Possession of pornographic material in hard copy, digital, or in any other media.
Possession of Drug Paraphernalia	Possession of drug paraphernalia including, for example, pipes or bongs.
Under the Influence of Drugs/Alcohol	Being under the influence of alcohol, drugs, inhalants, or any other controlled substance.
Use of Tobacco	Use of tobacco products at school or during a school function.
Indecent Exposure of Body Parts	Improper display of private body parts, bodily functions or sexual acts.
Harassment	Harassment is a negative action taken against another student

	<p>based on race, ethnicity, disability, religion, or other identifying characteristics, other than sexual harassment which is addressed by 2.13. When determining the appropriate disciplinary response to incident(s) of harassment, teachers and administrators should consider the nature and context of the harassment as well as the age of the harasser.</p> <p>If the incident is isolated and minor in nature or committed by a student in early grades, the teacher should make every effort to address the harassment in class.</p> <p>If a student engages in 3 or more isolated and minor incidents during a two month period, classroom removal may be appropriate.</p> <p>If the incident is isolated but severe, out-of-school discipline may be appropriate.</p>
Technology Infraction	Please refer to the Technology Infraction table below.
Possession of Alcohol or Marijuana	Possession of alcohol or marijuana in an amount that demonstrates merely personal use; however, if the student is in possession of an amount that demonstrates an intent to distribute or sell or there is any other evidence to demonstrate such an intent, the administrator should treat the student's conduct as a violation of 3.01 or 3.02.
Habitual Disrespect/Profanity	Weekly occurrences over a two month period of incidents of profane or obscene language (verbal, written, or any gesture).
Disruption That Threatens Safety,	<p>Engaging in serious behavior that distracts from teaching and creates a threat to the safety of others.</p> <p>When the offense occurs on a bus, disciplinary measures for Class II offenses will be used up to and including temporary or permanent loss of bus privileges.</p>
Bullying and Cyberbullying	Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying includes actions, whether in person or using electronic technologies, such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.
Intimidation	The intentional, unlawful threat by word or act to do violence to an individual, coupled with an TPS arent ability to do so, and the doing of some act which creates a well-formed, reasonable fear in the individual that violence is imminent.

(Only two components required.)

## MAJOR OFFENSES

Name	Description
Possession/Use/Sale of Drugs	Possession of illegal drugs other than those covered by 2.37. Use of illegal drugs on campus or at a school event. The sale of any drugs, whether legal or illegal, including prescription drugs, on a school campus or at a school event.
Use/Sale of Alcohol	Using or selling any alcohol products on a school campus or at a school event.
Arson	Setting, attempting to set, or helping another set a fire.
Menacing	The intentional, unlawful threat by word or act to do violence to an individual, coupled with an apparent ability to do so, and the doing of some act which creates a well-formed, reasonable fear in the individual that violence is imminent. (Must have all 3 components.)
Theft	Repeated taking or obtaining property belonging to another without permission and/or knowledge of the owner. This offense also TPS lies to instances of theft that are committed in concert with others.
Breaking and Entering	Trespassing on school board property outside of operating hours and entering into a school board building.
Destruction of Property	Repeated intentional action resulting in injury or damages to property of another. This offense also TPS lies to destruction of property in concert with others or violent destruction of property (such as using a weapon to destroy property).
Possession of Weapons	Knowing possession of a weapon or anything designed, made or adapted or used for the purpose of inflicting death or serious physical injury. Such weapons include, but are not limited to, BB gun, pellet gun, air rifle, starter gun; switchblade knife, box cutter, sword, dagger, or stiletto; any club, baton, blackjack, or metal knuckles.
Bomb Threat	Communicating a threat against school board property made to interrupt the educational environment.
Sexual Harassment/Sexual Aggression	Engaging in physically, sexually aggressive behavior towards another person.
Discharge or Use of Pepper Spray	The discharge or use of pepper spray.
Persistent Harassment	Weekly incidents during a two month period of negative actions that are based on race, ethnicity, disability, religion, or other identifying characteristics.
Technology Infractions	Please refer to the Technology Infraction table below.
Indecent Sexual Acts	Acts of sexual nature including, but not limited to, intercourse, oral sex or other indecent acts.

Assault	Physically attacking an ACS employee, other adult, a school visitor or any student. This offense covers intentionally attacking, as opposed to accidentally attacking, a ACS employee or other adult that tries to intervene in a fight.
Possession/Discharge/Use of Firearms	Possession, discharge, or use of: any firearm which will, is designed to, or may be readily converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; bullet(s); or any similar destructive device.
Possession/Use of Weapons	Possession of a weapon while suggesting or participating in violence whether or not there is intent to be armed.
Explosives	Preparing, possessing or igniting on Athens City Schools' property explosives likely to cause serious bodily injury or property damage. Such explosives include but not limited to, dynamite, TNT, or other similar substances.
Forced Sexual Act	This is includes rape, attempted rape, battery, sexual assault, and any other similar forced sexual act.
Robbery	The taking of money or other property from the person or custody of another by force, violence, assault, or instilling fear in same.
Inciting Student Disorder	Leading, encouraging or assisting in large disruptions during which multiple students destroy or damage private or public property or cause personal injury to participants or others.
Threat to School Safety	Initiating warning of fire or other catastrophe without cause, either via electronic or in-person communications. This includes pulling a fire alarm, calling "911" without justification, or discharging a fire extinguisher without cause.
Extortion	Completion of a threat, either by the victim's complying with the demands or the carrying out of the threat against the victim.
Technology Infractions	Please refer to the Technology Infraction table below.

### **EXAMPLE CONSEQUENCES**

- Missing points
- Silent lunch
- Reorientation (RO) or In-school suspension
- One (1) page health or sport oriented report in lieu of outdoor physical education
- Positive character trait assignment (Dictionary, thesaurus, sentences, etc.)
- Suspension of class time privilege
- Additional consequences concerning additional days added to students' assignment/time to TPS will be designated to the student. The parent, Athens City School administration and TPS staff will have a conference concerning the extra days assignment. Student will continue to attend TPS until all requirements are met.
  - Expulsion will be loss of school time for the remaining semester or permanently.



## ATTACHMENT 9

### Plan to Inform Students and Parents of School Discipline Policy

Upon receiving the TPS student handbook, students will sign a page (see below) documenting that they understand the discipline policy. Parents will also have the opportunity to sign as well.

### ACKNOWLEDGEMENT OF UNDERSTANDING THE DISCIPLINE POLICY

Date: \_\_\_\_\_

Parent/Guardian of student: \_\_\_\_\_

By signing this form, you are acknowledging that you have received and understand the discipline policy adopted by Teen's Path to Success. Please feel free to contact Teen's Path to Success with questions.

#### Parent/Guardian

Signed \_\_\_\_\_ Relationship \_\_\_\_\_

Print Name \_\_\_\_\_ Date \_\_\_\_\_

#### Student:

Signed \_\_\_\_\_

Print Name \_\_\_\_\_ Date \_\_\_\_\_

## Attachment 11

### Teen's Path to Success Principal Job Description

**Broad Statement of Responsibilities:** To oversee all aspects of the classroom learning environment and academic staff. To ensure students learn subject matter and skills that will contribute to their development as mature, able, responsible members of society.

**Qualifications:** Minimum MA Degree from an accredited college or university and a valid Alabama Class A Professional Educator Certificate with Administrator Endorsement. Must have in-depth knowledge of the education of at-risk adolescents. Preferred extensive knowledge of computers.

**Experience:** Classroom teaching experience, preferred experience or knowledge of the education of at-risk and special education students.

**Materials and Equipment used in Performance of Duties:** computers, internet, photocopy, fax, calculator and telephone.

#### **General Requirements:**

- High moral and ethical values
- Supervisory or Managerial Experience
- Knowledge of the student learning management program
- Willingness to be open to learning and growing
- Interpersonal skills to work as an integral part of a therapeutic team
- Appropriate interpersonal/ personal boundaries
- Maturity of behavior and judgment
- Willingness to work approved schedule and document hours on a time sheet.

#### **Job Duties:**

1. Ensure request and compilation of all school records and grades
  - a. Verify previous grades and current grade placement
  - b. Request testing as needed and follow IEP of such student
  - c. Maintain educational records
  - d. Secure work samples on each child
2. Provide necessary support to allow Teachers and administrative staff to meet educational needs of students
  - a. Secure materials for special needs students
  - b. Assist in compiling specific work in all subject areas
  - c. Meet weekly with Teachers to discuss individual student's needs and behaviors as well as any teacher needs that may arise
3. Supervision of Students
  - a. Check pace charts weekly for each student making sure that student is on the path for graduation requirements.

- b. Planning for any special needs for students, following school issued IEP'S
- c. Oversee any curriculum that comes directly from student's home school
- d. Encourage creative thinking
- e. Be available for support and feedback
- 4. Act as a liaison for other staff and other departments
  - a. Ensure teacher feedback is available for treatment team
  - b. Ensure appropriate staff is informed of any issues concerning the students that may arise in school
- 5. Maintain school materials
- 6. Coordinate assignments for break/course work
- 7. Other duties as assigned

The above duties reflect the general details considered necessary to describe the principle work functions of the job, and shall not be considered as a detailed description of all work requirements that may be in the position.

**Specific Duties of the Academic Administrator or Principal**

**Oversee All Aspects of the School** - The role of the Academic Administrator is to provide leadership, direction and guidance of the school. In all areas of school operations, the buck stops with the Academic Administrator or Principal of the school. The Principal is part of an administrative team whose function is to support and assist the schools in meeting the overall objectives of the school and the needs of individual students. The Principal's main focus should be to develop and maintain effective educational programs within his/her school and to promote the improvement of teaching and learning with his/her school. The Principal should strive to create an organization and or climate which fosters student and teacher growth. In fulfilling this role the Principal shall work under the supervision of the Education Director and within the provisions of Teen's Path to Success.

The duties of the School Principal are all encompassing as all aspects of the schools operations are either directly or indirectly under his/her jurisdiction. In general terms of the Principal shall be responsible for: (a) the detailed organization of the school; (b) the development of the instructional program; (c) the assignment of duties to and the supervision of members of his staff and: (d) the general operation of the school facility. However the following are all included in the powers and responsibilities of the Principal.

- 1. Leadership and Climate
  - a. Continually endeavor to improve the operating effectiveness of the school for which he is responsible.
  - b. Keep informed of current practices and techniques relating to school programs, teaching and administration by attending meetings and professional development conferences, and reading professional materials.
  - c. When not involved in teaching duties, to devote as much time as possible to the supervision of the school; observing methods of instruction and endeavoring to improve the efficiency of the staff and the school in general.
  - d. Keep the governing board fully advised as to the conditions and needs of the school.
  - e. Suggest appropriate changes in and ensure adherence to approved policies, practices and procedures within his area of responsibility.
- 2. Programming

- a. Coordinate and foster the development of programs within the school to best meet the needs and interests of the students. This includes the establishment, supervision, and evaluation of special education programs where a child needs one.
  - b. Assist the teaching staff in the development, implementation, modifications, and selection of curriculum materials, and keep the Governing Board informed as to any modifications in or substitution of approved courses.
  - c. Develop and support a high degree of student morale through curricular activities and services. Teen's Path to Success operates alternative programs, at-risk-youth respond to creativity and opportunity. Examples might include student council or the drama team.
3. School Organization and Staffing
- a. Participate with the Governing Board in the selection of education service providers, professional, clerical and support staff.
  - b. Be responsible for the preparation of timetable, class lists and schedules, and supervision schedules and be responsible for their functioning.
  - c. Hold regular faculty and staff meetings for the purpose of discussing educational and administrative matters. A minimum of two meetings a week, with one being all faculty and staff and one being departmental meetings or Professional Learning Committee meetings should be conducted every week.
  - d. Be responsible for the proper registration and transfer of students in the school and for the maintenance of up-to-date student cumulative records.
  - e. Maintain or direct the maintenance of other records and files, and the preparation and submission of reports and data recording as required. The following data should be maintained at a minimum:
    - i. Disciplinary records to include expulsions, arrests, suspensions, and other incidents requiring action.
    - ii. Academic progress such as semester GPAs incoming and outgoing, graduation rates and pass fail rates per student.
    - iii. Professional Development offerings to teachers and staff.
  - f. Establish appropriate procedures for the control of all school computers, materials, and equipment, etc.
  - g. Where there is no Vice-Principal, designate a member of the teaching staff of that school to assume the duties and responsibilities of the Principal in the Principal's absence and inform the staff of the person designated. Designate a senior teacher as Lead Teacher, which will help keep academics in line and Teachers focused on targets.
4. Professional Development
- a. Promote the professional and academic growth of staff through staff meetings, in-service training and personal contact. This should include walk-throughs for teacher evaluation, and on line webinars.
  - b. Take an active role in the selection, planning, and implementation of professional development activities for the staff in cooperation with the governing board and the professional development committee.
5. Staff Supervision and Evaluation
- a. As building administrator the Principal is responsible for the daily supervision of the school, its students, facilitators, professional and support staff, volunteers, and personnel from outside agencies.
  - b. See that every teacher shall be on duty in the school at least 10 minutes before the opening of the class session.

- c. Shall evaluate the effectiveness of each member of the staff in accordance with the establishment plan and shall forward written reports to the governing board.
  - d. Be responsible for the development and conduct of an orientation program for all teachers new to the staff.
  - e. See that instructions are prepared for the guidance of substitute teachers.
6. Student Control and Supervision
- a. Establish a climate in which students can develop self-discipline.
  - b. Establish a climate in which teachers can develop classroom authority.
  - c. Be the disciplinary authority over each student while on school premises, while going to and from school, while riding on school buses and while taking part in authorized school activities.
  - d. Be responsible for the provision of supervision of students and student activities in the school area.
  - e. Work cooperatively with outside agencies such as Community Health Services, Children's Aid Society, Child Care and Development Services, etc.
  - f. Responsibility to refer to the Department of Human Resources or Public Health Agency, any child who appears to have a communicable disease or to be in need of attention for other health or safety reasons.
  - g. The Principal shall be present with officers if they interview pupils in the school area.
7. Student Evaluation and Reporting
- a. To familiarize herself with the general pupil progress and to assist in its improvement.
  - b. Coordinate and/or direct the evaluation of student progress and achievement and the provision of regular reports to parents
8. Communication and Public Relations
- a. Maintain communications with parents or guardians regarding the total school program, student achievement, placement and behavior.
  - b. Inform parents of the school activities, information nights, parent/teacher conferences, etc.
9. Budgeting and Buying
- a. Be responsible for the administration of the instructional supplies budget for school and the safe keeping of monies or materials that belong to the school or the school division.
  - b. Establish procedures for the purpose and receipt of materials and supplies necessary to support the instructional program.
  - c. Ensure that there is a system of accounting for monies from student activities, student fees, gifts or other funds belonging to school or to any student group within the school.
10. Health, Safety, Plant Supervision
- a. Develop and foster a sense of pride and respect for school property so that the facility is an attractive and safe place.
  - b. Ensure that all reasonable precautions are taken to safeguard the health and general wellbeing of the staff and pupils of the school. To this end she shall see that pupils and staff are adequately trained to make effective any plans necessary for their safety.
  - c. Establish procedures whereby the access of visitors to the school can be monitored and controlled. This would include access by salespersons, guest speakers and former students.
  - d. Organize and supervise patrols where applicable, make readily available first aid supplies and treatment.

- e. Inspect the school grounds and school buildings to see that they are free from hazards which might cause accidents and he shall notify the proper authorities of any conditions which need to be remedied.
- f. In the event of where damage is serious and appears to have been deliberate, it shall be reported to the police department in addition to the governing board.
- g. Report any accidents or injuries of students or staff to the governing board and human resources on the forms provided.
- h. Principal will be responsible for the environment of care. Conduct fire and weather drills as required by regulations and see that all personnel within the school are familiar with all procedures to be followed in case of an emergency. Emergency evacuation exit signs shall be placed in each room.
- i. Assume responsibility for the general cleanliness and maintenance of the school area.
- j. Be responsible for the direction of the work of maintenance in the routine cleaning of the school premises.
- k. Work with the bookkeeper, CFO and governing board in the planning of capital projects and the routine maintenance of school buildings and grounds.
- l. The Principal shall control the use of school area during school hours.

The above duties reflect the general details considered necessary to describe the principle work functions of the job, and shall not be considered as a detailed description of all work requirements that may be in the position.

I have reviewed the above job description with the employee.

---

Employee Date

---

Supervisor Date

**Attachment 13**

**Proof of 501(c)3 Non-Profit Status and Federal Tax Exempt Status**

INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **APR 03 2010**

TEENS PATH TO SUCCESS FOUNDATION  
C/O KAREN LEE  
500 GOVERNORS RD  
HUNTSVILLE, AL 35801

Employer Identification Number:  
27-0373090  
DLN:  
17053061354030  
Contact Person:  
RENEE RAILLEY NORTON ID# 31172  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
December 31  
Public Charity Status:  
170(b)(1)(A)(vi)  
Form 990 Required:  
Yes  
Effective Date of Exemption:  
June 17, 2009  
Contribution Deductibility:  
Yes  
Addendum Applies:  
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)



TEENS PATH TO SUCCESS FOUNDATION

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

A handwritten signature in black ink, appearing to read "Robert Choi". The signature is stylized with a large, sweeping initial "R" and a distinct "C" at the end.

Robert Choi  
Director, Exempt Organizations  
Rulings and Agreements

Enclosure: Publication 4221-PC

# Application for Employer Identification Number

(For use by employers, corporations, partnerships, trusts, estates, churches, government agencies, Indian tribal entities, certain individuals, and others.)

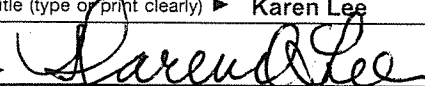
OMB No. 1545-0003

EIN

27-0373090

▶ See separate instructions for each line. ▶ Keep a copy for your records.

Type or print clearly.	1 Legal name of entity (or individual) for whom the EIN is being requested <b>Teens Path for Success Foundation</b>	
	2 Trade name of business (if different from name on line 1)	3 Executor, administrator, trustee, "care of" name <b>Karen Lee</b>
	4a Mailing address (room, apt., suite no. and street, or P.O. box) <b>500 Governors Drive</b>	5a Street address (if different) (Do not enter a P.O. box.)
	4b City, state, and ZIP code (if foreign, see instructions) <b>Huntsville, Alabama 35801</b>	5b City, state, and ZIP code (if foreign, see instructions)
	6 County and state where principal business is located <b>Madison County, Alabama</b>	
	7a Name of principal officer, general partner, grantor, owner, or trustor <b>Karen Lee, President a/k/a Karen Onèil</b>	7b SSN, ITIN, or EIN <b>439-29-7276</b>
8a Is this application for a limited liability company (LLC) (or a foreign equivalent)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		8b If 8a is "Yes," enter the number of LLC members ▶
8c If 8a is "Yes," was the LLC organized in the United States? <input type="checkbox"/> Yes <input type="checkbox"/> No		
9a <b>Type of entity</b> (check only one box). <b>Caution.</b> If 8a is "Yes," see the instructions for the correct box to check.		
<input type="checkbox"/> Sole proprietor (SSN) _____ <input type="checkbox"/> Partnership <input checked="" type="checkbox"/> Corporation (enter form number to be filed) ▶ <b>Nonprofit - Form 990</b> <input type="checkbox"/> Personal service corporation <input type="checkbox"/> Church or church-controlled organization <input type="checkbox"/> Other nonprofit organization (specify) ▶ _____ <input type="checkbox"/> Other (specify) ▶ _____		
<input type="checkbox"/> Estate (SSN of decedent) _____ <input type="checkbox"/> Plan administrator (TIN) _____ <input type="checkbox"/> Trust (TIN of grantor) _____ <input type="checkbox"/> National Guard <input type="checkbox"/> State/local government <input type="checkbox"/> Farmers' cooperative <input type="checkbox"/> Federal government/military <input type="checkbox"/> REMIC <input type="checkbox"/> Indian tribal governments/enterprises Group Exemption Number (GEN) if any ▶ _____		
9b If a corporation, name the state or foreign country (if applicable) where incorporated	State <b>Alabama</b>	Foreign country
10 <b>Reason for applying</b> (check only one box)		
<input checked="" type="checkbox"/> Started new business (specify type) ▶ <b>Section 501(c)(3) charitable organization</b> <input type="checkbox"/> Hired employees (Check the box and see line 13.) <input type="checkbox"/> Compliance with IRS withholding regulations <input type="checkbox"/> Other (specify) ▶ _____		
<input type="checkbox"/> Banking purpose (specify purpose) ▶ _____ <input type="checkbox"/> Changed type of organization (specify new type) ▶ _____ <input type="checkbox"/> Purchased going business <input type="checkbox"/> Created a trust (specify type) ▶ _____ <input type="checkbox"/> Created a pension plan (specify type) ▶ _____		
11 Date business started or acquired (month, day, year). See instructions. <b>June , 2009</b>	12 Closing month of accounting year <b>12</b>	
13 Highest number of employees expected in the next 12 months (enter -0- if none).		14 Do you expect your employment tax liability to be \$1,000 or less in a full calendar year? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If you expect to pay \$4,000 or less in total wages in a full calendar year, you can mark "Yes.")
Agricultural <b>0</b>	Household <b>0</b>	
15 First date wages or annuities were paid (month, day, year). <b>Note.</b> If applicant is a withholding agent, enter date income will first be paid to nonresident alien (month, day, year) ▶ <b>N/A</b>		
16 Check <b>one</b> box that best describes the principal activity of your business.		
<input type="checkbox"/> Construction <input type="checkbox"/> Rental & leasing <input type="checkbox"/> Transportation & warehousing <input type="checkbox"/> Accommodation & food service <input type="checkbox"/> Wholesale-agent/broker <input type="checkbox"/> Real estate <input type="checkbox"/> Manufacturing <input type="checkbox"/> Finance & insurance <input checked="" type="checkbox"/> Other (specify) <b>Charitable</b> <input type="checkbox"/> Wholesale-other <input type="checkbox"/> Retail		
17 Indicate principal line of merchandise sold, specific construction work done, products produced, or services provided. <b>The corporation will provide various forms of assistance to disadvantage teens</b>		
18 Has the applicant entity shown on line 1 ever applied for and received an EIN? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes," write previous EIN here ▶		

<b>Third Party Designee</b>	Complete this section <b>only</b> if you want to authorize the named individual to receive the entity's EIN and answer questions about the completion of this form.	
	Designee's name <b>Becky Taber</b>	Designee's telephone number (include area code) <b>( 205 ) 521-8732</b>
	Address and ZIP code <b>1819 Fifth Avenue North, Birmingham, Alabama 35203</b>	Designee's fax number (include area code) <b>( 205 ) 488-6732</b>
Under penalties of perjury, I declare that I have examined this application, and to the best of my knowledge and belief, it is true, correct, and complete.		Applicant's telephone number (include area code)
Name and title (type or print clearly) ▶ <b>Karen Lee</b>		<b>( 256 ) 518-9998</b>
Signature ▶ 	Date ▶ <b>6/3/09</b>	Applicant's fax number (include area code) <b>(256) 518-9941</b>

**EIN Assistant**

Your Progress:    1. Identity ✓    2. Authenticate ✓    3. Addresses ✓    4. Details ✓    **5. EIN Confirmation**

**Congratulations! The EIN has been successfully assigned.**

EIN Assigned: **27-0373090**

Legal Name: **TEENS PATH FOR SUCCESS FOUNDATION**


The confirmation letter will be mailed to the applicant. This letter will be the applicant's official IRS notice and will contain important information regarding the EIN. Allow up to 4 weeks for the letter to arrive by mail.

**We strongly recommend you print this page for your records.**

Click "Continue" to get additional information about using the new EIN.

[Continue >>](#)

**Help Topics**

 [Can the EIN be used before the confirmation letter is received?](#)

STATE OF ALABAMA  
MADISON COUNTY

OFFICE OF THE JUDGE OF PROBATE

CERTIFICATE OF INCORPORATION

OF

TEENS PATH TO Success Foundation

I, the undersigned, Judge of Probate, Madison County, Alabama  
here certify that Articles of Incorporation for the incorporation  
of TEENS PATH TO Success Foundation  
duly signed pursuant to the provisions of the Code of Alabama, have  
been received in this office and found to conform to law and that  
the name of the corporation is now reserved with the Secretary of State  
of Alabama under reservation No. \_\_\_\_\_ dated \_\_\_\_\_.

ACCORDINGLY, the undersigned, as such Judge of Probate, and by  
virtue of the authority vested in me by law, hereby issue this  
Certificate of Incorporation of TEENS PATH TO Success  
Foundation and attached hereto a  
certified copy of the Articles of Incorporation.

Dated June 17, 2009.

20090617000400820 7/7 \$42.25  
Madison Cnty Judge of Probate, AL  
06/17/2009 11:16:09AM FILED/CERT

Jimmy R. England  
Judge of Probate

**Attachment 14**

**School Governing Documents Already Adopted (Such as Board Policy)**

**UNANIMOUS WRITTEN CONSENT  
OF  
THE BOARD OF DIRECTORS  
OF  
TEENS PATH FOR SUCCESS FOUNDATION  
(in lieu of an organizational meeting)**

---

As permitted by Section 10-3A-40 of the Alabama Nonprofit Corporation Act, as amended, the undersigned, constituting all of the directors of Teens Path for Success Foundation, an Alabama nonprofit corporation, hereby adopt the following resolutions in lieu of holding an organizational meeting of the directors and consent that the following shall be effective as of the date of this Unanimous Written Consent as fully as if the same had been adopted at a duly called meeting of directors held on such date:

**RESOLVED**, that the Articles of Incorporation of Teens Path for Success Foundation (the "Foundation") as filed in the Office of the Judge of Probate of Madison County, Alabama on June 17, 2009, be inserted into the minute book of the Foundation;

**RESOLVED**, that each and all of the actions of Karen Lee, acting as the sole incorporator of the Foundation, including, but not limited to:

(i) the adoption, execution and filing of the Articles of Incorporation of the Foundation; and

(ii) the naming of Ann Corley, Karen Lee and Bonnie Robertson as the initial directors of the Foundation to serve until the first annual meeting of the directors and until their successors are duly elected and qualified;

are hereby ratified, approved, and confirmed in all respects;

**RESOLVED**, that the bylaws for the Foundation in the form attached hereto as Exhibit A are hereby approved and adopted as the official bylaws of the Foundation, and the Secretary of the Foundation is hereby directed to maintain the bylaws of the Foundation as they may hereafter be amended in current form in the minute book of the Foundation;

**RESOLVED**, that the following named individuals are hereby elected to serve in the offices designated opposite their names at the pleasure of the board of directors of the Foundation:

<u>Name</u>	<u>Office</u>
Karen Lee	President
[None]	Vice-President
Ann Corley	Secretary
Bonnie Robertson	Treasurer

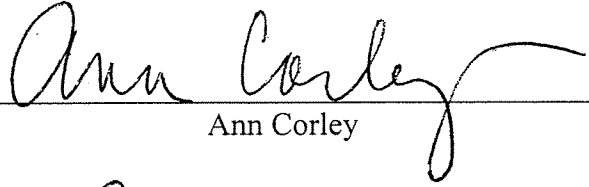
**RESOLVED**, that the Foundation shall use the calendar year for federal income tax and financial accounting purposes;

**RESOLVED**, that the account documents, including without limitation any resolutions required to be adopted by the Foundation's directors to authorize the opening of one or more deposit, trust, endowment, or other accounts for and in the name of the Foundation at \_\_\_\_\_, attached hereto as Exhibit B, are hereby approved and such resolutions are hereby adopted as the resolutions of the board of directors of the Foundation;

**RESOLVED**, that the officers of the Foundation are hereby authorized and directed to make application to the Internal Revenue Service for recognition of the Foundation's exemption from federal income taxation, including, but not limited to, the filing of Internal Revenue Service Form 1023, *Application for Recognition of Exemption Under Section 501(c)(3) of the Code*, and such other and further forms and documents as they, in consultation with counsel for the Foundation, deem necessary or appropriate, and in that connection, said officers are further authorized and directed to execute and deliver for and in behalf of the Foundation an IRS Form 2848, *Power of Attorney and Declaration of Representative*, authorizing K. Wood Herren, Esq. of Bradley Arant Boult Cummings LLP, counsel to the Foundation, to represent the Foundation before the Internal Revenue Service in connection with said application; and

**RESOLVED**, that the appropriate officers of the Foundation are hereby authorized to do any and all other or further things, and to execute any and all other or further documents, all on behalf of the Foundation, as they, in their sole discretion, may deem necessary or desirable to effectuate the purposes of the foregoing resolutions, to complete the organization of the Foundation and to cause the Foundation to commence the conduct of the charitable activities for which it was organized.

Dated the 17<sup>th</sup> day of June, 2009.

  
Ann Corley

  
Karen Lee

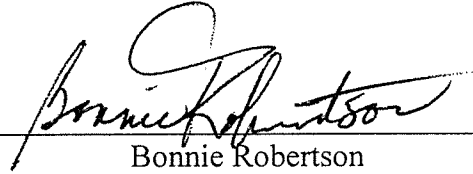
  
Bonnie Robertson



EXHIBIT A

Bylaws

See attached

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Madison Cnty Judge of Probate, AL  
06/17/2009 11:16:09AM FILED/CERT

**ARTICLES OF INCORPORATION  
OF  
TEENS PATH TO SUCCESS FOUNDATION**

For the purpose of forming a nonprofit corporation under the Alabama Nonprofit Corporation Act, § 10-3A-1 et seq., Code of Alabama, 1975, and any act amendatory thereof, supplementary thereto or substituted therefor (hereinafter referred to as the "Act"), the undersigned incorporator does hereby sign, verify and adopt these Articles of Incorporation, and, upon the filing for record of these Articles of Incorporation in the Office of the Judge of Probate of Madison County, Alabama, the existence of a nonprofit corporation under the name set forth in Article I hereof shall commence.

**ARTICLE I  
NAME**

The name of the corporation is Teens Path to Success Foundation (hereinafter referred to as the "Foundation").

**ARTICLE II  
DURATION**

The Foundation shall have perpetual existence; provided, however, that the Foundation's existence may be terminated pursuant to the provisions of the Act and of these Articles of Incorporation governing the dissolution of the Foundation.

**ARTICLE III  
PURPOSES**

The Foundation is a charitable corporation. The objects and purposes of the Foundation and the powers which it may exercise are as follows:

(a) The Foundation is organized exclusively for charitable, religious, scientific, literary or educational purposes within the meaning of § 501(c)(3) of the Internal Revenue Code of 1986 and the Regulations promulgated thereunder, as they now exist or as they may hereafter be amended from time to time (the "Code"), and to promote and advance such purposes by any activity in which a corporation organized under the Act may engage, and to receive and maintain a fund or funds of real or personal property, or both, and to administer and apply the income and principal thereof, within the United States of America, for such purposes.

(b) Without in any way limiting the foregoing statement of charitable purposes, the Foundation's primary charitable objective is to provide, directly and through other organizations, agencies and community-based resources, various forms of assistance and support

to financially disadvantaged teens experiencing educational, psychological, medical, and family difficulties that impede their growth and development into healthy, productive young men and women, including, without limitation, the following forms of assistance and support:

(i) Scholarship and other forms of financial assistance to make it possible for disadvantaged teens to attend special schools and educational programs for helping teens who are experiencing difficulties with education and learning;

(ii) Medical, psychological and educational care and instruction, in a residential setting;

(iii) Medication counseling and financial and other assistance intended to help disadvantaged teens obtain and continue the use of prescribed medications for health and mental conditions;

(iv) Medical nutritional planning, education and guidance to assist disadvantaged teens with the development and practice of healthy eating habits and management of any medical issues related to diet;

(v) Housing, clothing, food and other resources to ensure that disadvantaged teens are provided with the most basic necessities required for their physical and emotional development and well being; and

(vi) Programs and resources for the care and treatment of certain psychological, behavioral, medical and learning conditions, including ADD/ADHD, ODD, Asbergers, substance addictions, obesity, depression, abandonment, divorce, truancy and aggressive behaviors.

The Foundation will initially provide the foregoing assistance and support to disadvantaged teens within the following counties in the north-central geographic area of the State of Alabama: St. Clair County; Jackson County; Blount County Marshal County; Madison County; Limestone County; Jefferson County; Morgan County; Dekalb Count and Cullman County.

(c) The Foundation shall possess and may exercise all the powers and privileges vested in a nonprofit corporation by the Act or by any other law of the State of Alabama, together with all powers necessary or convenient to the conduct, promotion or attainment of the activities or purposes for which the Foundation is organized; provided, however, that the Foundation's activities shall be subject to any restrictions set forth in these Articles of Incorporation and the Foundation shall not conduct any activities not permitted to be carried on by an organization exempt from federal income tax under § 501(c)(3) of the Code or by an organization, contributions to which are deductible under § 170(c)(2) of the Code.

The foregoing clauses of this Article III shall be construed equally as objects, purposes and powers and the foregoing enumeration of specific objects, purposes or powers shall not be construed or held to limit or restrict in any manner the powers of the Foundation expressly conferred by law, except as expressly stated herein.

**ARTICLE IV  
MEMBERS**

The Foundation shall have no members or shareholders and shall not issue any shares of stock or certificates or any evidence of membership.

**ARTICLE V  
REGISTERED OFFICE**

The location and mailing address of the initial registered office of the Foundation shall be 500 Governors Drive, Huntsville, Alabama 35801. The name of the initial registered agent of the Foundation at such address is Karen Lee.

**ARTICLE VI  
PROHIBITED ACTIVITIES**

Notwithstanding any other provision of these Articles of Incorporation, no part of the earnings of the Foundation shall inure to the benefit of, or be distributable to, any director or officer of the Foundation, or to any private person (except that reasonable compensation may be paid for services rendered to or for the benefit of the Foundation in furtherance of one or more of its charitable purposes), and no director or officer of the Foundation, or any private person, shall be entitled to share in the distribution of any of the corporate assets on dissolution of the Foundation. No substantial part of the activities of the Foundation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Foundation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these Articles of Incorporation, the Foundation shall not conduct or carry on any activities not permitted to be carried on by an organization exempt from Federal income tax under § 501(c)(3) of the Code or by an organization, contributions to which are deductible under § 170(c)(2) of the Code.

**ARTICLE VII  
BOARD OF DIRECTORS**

(a) The number of directors constituting the initial board of directors of the Foundation shall be three (3). The names and addresses of the initial directors of the Foundation are as follows:

<u>Name</u>	<u>Address</u>
Ann Corley	1608 Montdale Road Huntsville, Alabama 35801
Karen Lee	500 Governors Road Huntsville, Alabama 35801
Bonnie Roberston	4304 Choctaw Circle Huntsville, Alabama 35801

(b) The number of directors constituting the board of directors of the Foundation thereafter shall be that number set forth in the bylaws of the Foundation. The manner of electing directors, filling vacancies created by the resignation or removal of directors, and increasing or decreasing the number of directors constituting the board of directors is set forth in the bylaws of the Foundation. A director may be removed from office, with or without cause, by the vote of two-thirds the number of directors constituting the board of directors at the time such vote is taken.

#### **ARTICLE VIII INCORPORATOR**

The name and address of the sole incorporator of the Foundation is Karen Lee, 500 Governors Drive, Huntsville, Alabama 35801.

#### **ARTICLE IX BYLAWS**

The power to alter, amend or repeal the bylaws or adopt new bylaws shall be vested in the board of directors of the Foundation.

#### **ARTICLE X INDEMNIFICATION OF DIRECTORS AND OFFICERS**

In amplification and not in limitation of the provisions of applicable law:

(a) Pursuant to § 10-11-1 et seq. and § 6-5-336 of the Code of Alabama, 1975, as amended, all non-compensated directors, members of governing bodies, officers and other eligible volunteers of the Foundation shall be immune from suit and shall not be subject to civil liability arising from the conduct of the affairs of the Foundation except when the act or omission of such person that gives rise to the cause of action amounts to willful or wanton misconduct or fraud or gross negligence.

(b) The Foundation shall indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed claim, action, suit or proceeding, whether civil, criminal, administrative or investigative, including appeals (other than an action by or in the right of the Foundation), by reason of the fact that he or she is or was a director, officer or employee of the Foundation, or is or was serving at the request of the Foundation as a director, officer, partner or employee of another corporation, partnership, joint venture, trust or other enterprise, against expenses (including attorneys' fees), judgments, fines and amounts paid in settlement actually and reasonably incurred by him or her in connection with such claim, action, suit or proceeding, unless he or she acted intentionally or willfully against the best interests of the Foundation. The termination of any claim, action, suit or proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent, shall not, of itself, create a presumption that the person acted intentionally or willfully in a manner that was opposed to the best interests of the Foundation.

(c) The Foundation shall indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed claim, action or suit by or in the right of the Foundation to procure a judgment in its favor by reason of the fact that he or she is or was a director, officer or employee of the Foundation, or is or was serving at the request of the Foundation as a director, officer, partner or employee of another corporation, partnership, joint venture, trust or other enterprise against expenses (including attorneys' fees) actually and reasonably incurred by him or her in connection with the defense or settlement of such action or suit if he or she acted in good faith and in a manner he or she reasonably believed to be in or not opposed to the best interest of the Foundation, and except that no indemnification shall be made with respect to any claim, issue or matter as to which such person shall have been adjudged to be liable for intentional or willful misconduct in the performance of his or her duty to the Foundation unless and only to the extent that the court in which such action or suit was brought shall determine upon application that, despite the adjudication of liability but in view of all circumstances of the case, such person is fairly and reasonably entitled to indemnity for such expenses which such court shall deem proper.

(d) Any indemnification under paragraphs (b) and (c) above (unless ordered by a court) shall be made by the Foundation only as authorized in the specific case upon a determination that indemnification of the director, officer or employee is proper in the circumstances because he or she has met the applicable standard of conduct set forth in paragraphs (b) and (c) above. Such determination shall be made (1) by the board of directors of the Foundation by a majority vote of the directors who were not parties to, or who have been wholly successful on the merits or otherwise with respect to, such claim, action, suit or proceeding, or (2) if a majority of disinterested directors so directs, by independent legal counsel.

(e) Expenses (including attorneys' fees) incurred in defending a civil or criminal claim, action, suit or proceeding may be paid by the Foundation in advance of the final disposition of such claim, action, suit or proceeding upon receipt of an undertaking by or on behalf of the director, officer or employee to repay such amount if and to the extent that it shall ultimately be determined that he or she is not entitled to be indemnified by the Foundation as authorized in this Article. Such undertaking shall be an unlimited, unsecured general obligation of the officer of the Foundation and shall be accepted without reference to his or her ability to make repayment.

(f) The indemnification authorized by this Article shall not be deemed exclusive of and shall be in addition to any other rights to which those indemnified may be entitled under any statute, rule of law, provision of articles or certificate of incorporation, bylaws, agreement, vote of disinterested directors or otherwise, both as to action in his or her official capacity and as to action in another capacity while holding such office, and shall continue as to a person who has ceased to be a director, officer or employee and shall inure to the benefit of the heirs, executors and administrators of such a person. No amendment, modification, or repeal of this Article shall diminish the right to indemnification with respect to any claim, cause, or matter in any then pending or subsequent proceeding that is based in any material respect on any alleged action or failure to act prior to such amendment, modification or repeal.

(g) There shall be no personal or individual liability of any director or officer for any debts, liabilities or obligations of the Foundation of any kind whatsoever.

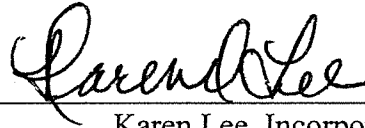
**ARTICLE XI  
DISSOLUTION**

Upon the dissolution of the Foundation and the winding up of its affairs, the assets of the Foundation remaining after payment of all costs and expenses of such dissolution shall be distributed to Huntsville Hospital or Children's Health System, or in shares to both of them, or to one or more other organizations exempt from federal income tax under § 501(c)(3) of the Code, as determined by the board of directors of the Foundation. No assets of the Foundation shall be distributed to any officer or director of the Foundation or to any private individual.

**ARTICLE XII  
AMENDMENTS**

These Articles of Incorporation may be amended from time to time in accordance with the terms and provisions of the Act; provided, however, that no such amendment shall be made which would in any way result in the operation of the Foundation for the private advantage or pecuniary profit of any director or officer thereof or permit the operation of the Foundation for any purpose other than the charitable purposes enumerated in § 501(c)(3) of the Code.

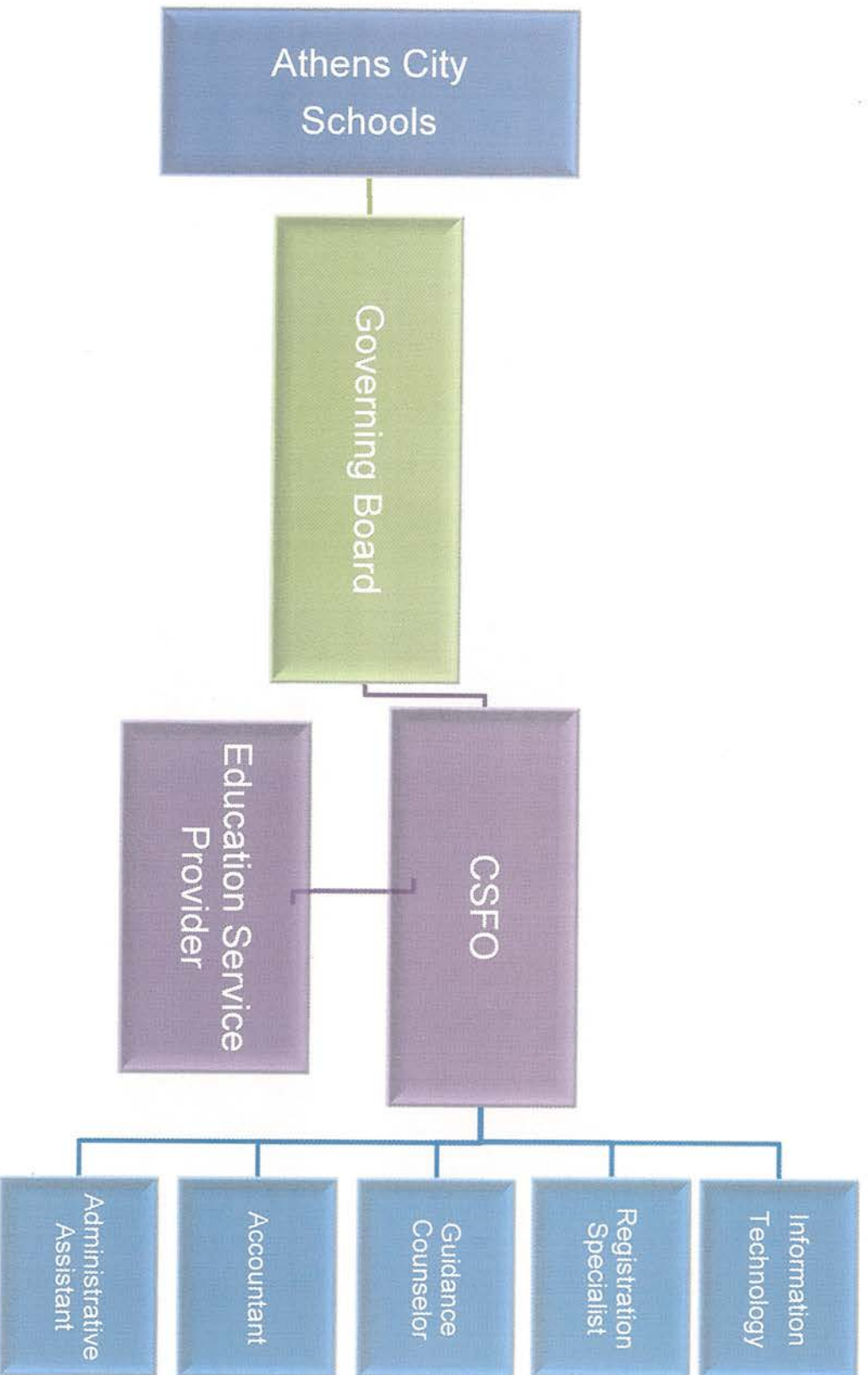
**IN WITNESS WHEREOF**, the undersigned, acting as the sole incorporator of Teens Path to Success Foundation, executes these Articles of Incorporation on this 3<sup>rd</sup> day of June, 2009.



\_\_\_\_\_  
Karen Lee, Incorporator

This instrument prepared by  
K. Wood Herren, Esq.  
Bradley Arant Boult Cummings LLP  
One Federal Place  
1819 Fifth Avenue North  
Birmingham, AL 35203-2104  
(205) 521-8000

# Attachment 15 Teen's Path To Success Organizational Chart





**Attachment 16**

**Governing Board By-Laws**

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**BYLAWS**  
**OF**  
**TEENS PATH TO SUCCESS FOUNDATION**  
an Alabama nonprofit corporation

Adopted June 17, 2009

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Amendment of Bylaws

**BYLAWS  
OF  
TEENS PATH TO SUCCESS FOUNDATION**

**ARTICLE 1  
Offices**

The principal office of Teens Path to Success Foundation (hereinafter referred to in these Bylaws as the "Foundation") shall be located at 500 Governors Drive, Huntsville, Alabama 35801. The Foundation may have such other offices, within and without the State of Alabama, as the board of directors may determine or as the business of the Foundation may require.

The registered office of the Foundation required by the Alabama Nonprofit Corporation Act to be maintained in the State of Alabama may be the same as its principal office in the State of Alabama. The address of the registered office may be changed from time to time by the board of directors in the manner provided in the Alabama Nonprofit Corporation Act.

**ARTICLE 2  
Board of Directors**

Section 2.1 Management of Foundation. All corporate powers shall be exercised by or under the authority of, and the business and affairs of the Foundation shall be managed under the direction of, the board of directors except as otherwise provided by law or the Articles of Incorporation of the Foundation.

Section 2.2 Number, Tenure and Qualifications. The number of directors constituting the initial board of directors is set forth in the Articles of Incorporation of the Foundation, and the members of the first board shall hold office until the adjournment of the first annual meeting of the board of directors and until their successors shall have been duly elected and qualified. Thereafter, the number of directors constituting the board of directors of the Foundation shall be three (3). The number of directors may be increased or decreased from time to time by amendment of these bylaws to change the number of directors constituting the board of directors, but no decrease shall have the effect of shortening the term of any incumbent director and there shall always be at least three directors. Directors shall hold office until the adjournment of the next succeeding annual meeting of the board of directors and until their successors shall have been duly elected and qualified or until their deaths or until they shall resign or shall have been removed from office in the manner provided in the Articles of Incorporation of the Foundation. Directors need not be residents of the State of Alabama.

Section 2.3 Vacancies. Any vacancy occurring in the board of directors shall be filled by majority vote of the remaining directors, notwithstanding that the number of remaining directors is less than a quorum. A director elected to fill a vacancy shall be elected to serve for the unexpired term of his or her predecessor in office, and a director elected to fill a vacancy to be filled by reason of an increase in the number of directors shall be elected to serve only until the next election of directors.

Section 2.4 Annual Meetings. The annual meeting of the board of directors, commencing with the year 2010, shall be held in the month of December at such time and place, within or without the State of Alabama, as shall be determined by resolution of the board of directors or by the President of the Foundation for the purpose of electing directors and for the transaction of such other business as may come before the meeting. At least ten (10) days prior to the date of the annual meeting, the President of the Foundation shall give notice to each member of the board of directors of such meeting in the manner hereinafter provided setting forth the date, time, and place of the meeting. If the election of directors shall not be held on the day designated for the annual meeting of the board of directors, or at any adjournment thereof, the board of directors shall cause the election to be held at a special meeting of the board of directors as soon thereafter as may be conveniently held.

Section 2.5 Regular and Special Meetings. Meetings of the board of directors, regular or special, may be held within or without the State of Alabama. Regular meetings may be held upon such notice, if any, and at such time and place as shall be determined by resolution of the board of directors. Special meetings of the board of directors may be called by the President of the Foundation or by any two directors on ten days notice to each director, which notice either (i) may be in writing (a) delivered personally, (b) delivered by mailing to a director at his or her address as it appears in the records of the Foundation or (c) delivered by facsimile transmission or (ii) may be verbal given either in person or by telephone. The Secretary of the Foundation, at the request in writing of the President or of any two directors, shall send such written notice or give such verbal notice on behalf of the President or such directors. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail, so addressed, with postage thereon prepaid. If by facsimile, such notice shall be deemed to be delivered when the sender receives confirmation that such facsimile transmission is complete. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the board of directors need be specified in the notice, if any is required, of such meeting.

Section 2.6 Meeting by Telephone. Members of the board of directors or any committee designated thereby may participate in a meeting of such board or committee by means of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other at the same time and participation by such means shall constitute presence in person at a meeting.

Section 2.7 Quorum. A majority of the whole number of directors then serving on the board shall constitute a quorum for the transaction of business at any meeting of the board of directors. If less than a majority is present at a meeting, a majority of the directors present may adjourn the meeting from time to time without further notice.

Section 2.8 Acts of the Board. Except as otherwise provided in these Bylaws or the Articles of Incorporation of the Foundation, the act of a majority of the directors present at a meeting at which there is a quorum shall be the act of the board of directors.

Section 2.9 Action Without a Meeting. Any action required or permitted to be taken by the board of directors or a committee thereof at a meeting may be taken without a meeting if a written consent, setting forth the action so taken, shall be signed by all of the

directors or all of the members of the committee, as the case may be. Such consent shall have the same effect as a unanimous vote of the directors or the members of such committee.

Section 2.10 Committees of Directors. The board of directors, by resolution adopted by a majority of the directors in office, may designate one or more committees, each of which shall consist of two or more directors, which committees, to the extent provided in such resolution, shall have and exercise the authority of the board of directors in the management of the Foundation, except that no such committee shall have the authority of the board of directors in reference to amending, altering or repealing these bylaws; electing, appointing or removing any member of any such committee or any director or officer of the Foundation; amending or restating the Articles of Incorporation of the Foundation, adopting a plan of merger or adopting a plan of consolidation with another nonprofit corporation; authorizing the sale, lease, exchange or mortgage of all or substantially all of the property and assets of the Foundation; authorizing the voluntary dissolution of the Foundation or revoking proceedings therefor; adopting a plan for the distribution of the assets of the Foundation; or amending, altering or repealing any action or resolution of the board of directors which by its terms provides that it shall not be amended, altered or repealed by such committee. Other committees not having and exercising the authority of the board of directors in the management of the Foundation may be designated by a resolution adopted by a majority of the directors present at a meeting at which a quorum is present.

Section 2.11 Compensation. The directors of the Foundation shall serve without compensation, but may receive a reasonable amount as reimbursement of expenses incurred in attending to their authorized duties, including, but not limited to, expenses incurred by the directors for transportation, lodging, meals, and other related expenses to attend the annual and any special meetings of the board of directors. To the extent deemed necessary or appropriate by the directors, however, a director may from time to time be employed by the Foundation and compensated for his or her services and reimbursed for his or her reasonable expenses other than as a director, but such employment shall be terminable at the discretion of the board of directors.

Section 2.12 Loans to Employees and Directors. The Foundation shall not lend money to its directors or officers.

### **ARTICLE 3**

#### **Waiver of Notice**

Whenever any notice is required to be given to any director of the Foundation under the provisions of the Alabama Nonprofit Corporation Act, the Articles of Incorporation, or these Bylaws, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the board of directors or any committee designated thereby need be specified in the waiver of notice. The attendance of a director at a meeting shall constitute a waiver of notice of such meeting, except where a director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

**ARTICLE 4**  
**Officers**

Section 4.1 Positions. The officers of the Foundation shall be elected by the board of directors and shall consist of a president, one or more vice-presidents, a secretary, a treasurer, and such other officers and assistant officers as may be deemed necessary by the board of directors. Any two or more offices may be held by the same person, except the offices of president and secretary.

Section 4.2 Election and Term of Office. The first officers of the Foundation shall be elected by the board of directors at the first meeting of the board of directors. Thereafter, the officers of the Foundation shall be elected by the board of directors at its annual meeting. Each officer shall hold office at the pleasure of the board of directors from the date of his or her election until the next annual meeting of the board of directors and until his or her successor shall have been duly elected and qualified or until his or her death or he or she shall resign or shall have been removed from office in the manner hereinafter provided, but in no event shall any one term be in excess of three years from election.

Section 4.3 Vacancies. A vacancy in any office may be filled only by the board of directors.

Section 4.4 Removal. Any officer may be removed by the board of directors whenever in its judgment the best interests of the Foundation will be served thereby. Election or appointment of an officer shall not of itself create contract rights.

Section 4.5 Duties of Officers. The officers of the Foundation, if and when elected by the board of directors of the Foundation, shall have the following duties:

(a) President. The president shall be the chief executive officer of the Foundation and shall, subject to the control of the board of directors, supervise and control all of the business and affairs of the Foundation. The president shall, when present, preside at all meetings of the board of directors. The president may sign deeds, mortgages, bonds, contracts or other instruments for or in behalf of the Foundation except where required by law to be otherwise signed and executed and except where the signing and execution thereof shall be expressly delegated by the board of directors to some other officer or agent of the Foundation. In general, the president shall perform all duties incident to the office of president and such other duties as may be prescribed by the board of directors.

(b) Vice-Presidents. In the absence of the president or in the event of the president's death or inability to act, the vice-president (if there be more than one vice-president, the vice-presidents in the order determined by the board of directors) shall perform the duties of the president, and when so acting, shall have all the powers of and be subject to all the restrictions upon the president. Any vice-president shall perform such duties as from time to time may be assigned to such vice-president by the president or the board of directors.



(c) Secretary. The secretary shall keep the minutes of the proceedings of the board of directors in one or more books provided for that purpose; see that all notices are duly given in accordance with the provisions of these bylaws or as required by law; be custodian of the corporate records and of the seal of the Foundation; see that the seal of the Foundation is affixed to all documents, the execution of which on behalf of the Foundation under its seal is duly authorized; and in general perform all duties incident to the office of secretary and such other duties as from time to time may be assigned to the secretary by the president or the board of directors. If there is no treasurer of the Foundation, the secretary shall assume the authority and duties of treasurer.

(d) Treasurer. The treasurer shall have charge and custody of and be responsible for all funds and securities of the Foundation, receive and give receipts for moneys due and payable to the Foundation from any source whatsoever, and deposit all such moneys in the name of the Foundation in such banks, trust companies or other depositories as may be designated by the board of directors, and in general perform all of the duties incident to the office of treasurer and such other duties as from time to time may be assigned to the treasurer by the president or the board of directors. If required by the board of directors, the treasurer shall give a bond for the faithful discharge of his or her duties in such sum and with such surety or sureties as the board of directors shall determine.

Section 4.6 Compensation. Unless otherwise determined by resolution of the board of directors, the officers of the Foundation shall serve without compensation. The officers of the Foundation shall, however, be entitled to receive a reasonable amount as reimbursement of expenses incurred in attending to their authorized duties.

## **ARTICLE 5**

### **General**

Section 5.1 Fiscal Year. The Foundation shall use the calendar year for federal income tax and financial accounting purposes.

Section 5.2 Checks. All checks or demands for money and notes of the Foundation shall be signed by such officer or officers or such other person or persons as the board of directors may from time to time designate.

Section 5.3 Deposits. All funds of the Foundation shall be deposited from time to time to the credit of the Foundation in one or more banks, trust companies or other depositories as the board of directors or the president may from time to time designate, upon such terms and conditions as shall be fixed by the board of directors or the president. The board of directors or the president may from time to time authorize the opening and keeping, with any such depository as may be designated by the board of directors or the president, of general and special bank accounts and may make such special rules and regulations with respect thereto, not inconsistent with the provisions of these bylaws, as the board of directors or the president may deem necessary.

Section 5.4 Corporate Seal. The board of directors may select a corporate seal and have inscribed thereon the name of the Foundation, the words "Alabama" and "Corporate Seal," and such seal may include the date of incorporation of the Foundation. The seal may be used by causing it or a facsimile thereof to be impressed or affixed or in any manner reproduced.

Section 5.5 Voting of Foundation's Securities. Unless otherwise ordered by the board of directors, the president or any vice-president, or such other officer as may be designated by the board of directors to act in the absence of the president or any vice-president, shall have full power and authority on behalf of the Foundation to attend and to act and to vote, and to execute a proxy or proxies empowering others to attend and to act and to vote, at any meetings of security holders of any corporation in which the Foundation may hold securities, and at such meetings the president, or such other officer of the Foundation, or such proxy shall possess and may exercise any and all rights and powers incident to the ownership of such securities, and which as the owner thereof the corporation might have possessed and exercised, if present. The secretary may affix the corporate seal to any such proxy or proxies so executed by the president, or such other officer, and attest the same. The board of directors by resolution from time to time may confer like powers upon any other person or persons.

Section 5.6 Gifts. The board of directors may accept on behalf of the Foundation any contribution, gift, bequest or devise for and consistent with the general purposes, or for and consistent with any specific purpose, of the Foundation.

## **ARTICLE 6**

### **Exculpation of Directors**

Section 6.1 Acts of Director. No director shall be liable to anyone for any acts on behalf of the Foundation or any omissions with respect to the Foundation committed by such director, except for his or her own willful neglect or default.

Section 6.2 Acts of Other Directors. No director shall be liable to anyone for any act of neglect or default on the part of any one or more of the other directors in the absence of specific knowledge on the part of such director of such neglect or default.

Section 6.3 Indemnification of Directors, Officers and Others. The Foundation shall indemnify any member of the board of directors or officer or former member of the board of directors or former officer, or any person who is serving or who has served at the request of the Foundation as a director or officer of another corporation, whether such other corporation be for profit or not for profit, in which the Foundation owns shares of capital stock or of which it is a creditor, against expenses (including attorneys' fees) actually and reasonably incurred by him in connection with the defense of any action, suit or proceeding, civil or criminal, in which he is made a party by reason of his or her being or having been such director or officer, except in relation to matters as to which he shall have been adjudged in such action, suit or proceeding to be liable for negligence or misconduct in the performance of his or her duty with respect to the matter in which indemnity is sought. By order of the board of directors, the Foundation may, under comparable terms and limitations, indemnify employees and agents of the Foundation with respect to activities within the scope of their services.

Section 6.4 Insurance. Nothing herein provided shall limit or otherwise affect the power of the Foundation to purchase and maintain insurance on behalf of any person who is or was a director, trustee, officer, employee or agent of the Foundation or is or was serving at the request of the Foundation in any of such capacities with respect to another corporation, against any liability asserted against him and incurred by him in any such capacity or arising out of his or her status as such, whether or not the Foundation would have the power or would be required to indemnify him against such liability under the provisions of these bylaws or any applicable law. To the extent such insurance operates to protect any person against liability, the Foundation's obligation to indemnify shall be deemed satisfied.


**ARTICLE 7**  
**Amendment of Bylaws**

These bylaws may be altered, amended or repealed and new bylaws may be adopted by vote of a majority of all of the directors.

**CERTIFICATION**

I, Ann Corley, as Secretary of Teens Path to Success Foundation, hereby certify that the above and foregoing constitutes a true and correct copy of the original Bylaws of Teens Path to Success Foundation and that all provisions are in full force and effect and have not been revoked or rescinded.

Effective the 17 day of June, 2009.

  
\_\_\_\_\_  
Ann Corley, Secretary

## Attachment 17

### Staff Structure

Provide, as an attachment (Attachment 17), a complete staffing chart for the school. The staffing chart and accompanying notes or roster should identify the following:

- a. Year 1 positions as well as positions to be added in future years.
  - b. Administrative, instructional, non-instructional personnel and the education service provider.
  - c. The number of classroom educators and specialty educators.
  - d. Operational and support staff.
- 
- a. Year 1 will include instructional experts of each core subject matter, English, Math, Science and Social Studies, and Special Education Teachers. These teachers will be certified, highly qualified in the subject matter. These will increase, not annually, but as needed to service the student population and as counties are added to the program.
  - b. Our management team, administrative, instructional and non-instructional personnel will consist of a Governing Board that will oversee all aspects of the organization. The charter will employ a Guidance Counselor, an information technology specialist, a registration specialist, an accountant, teachers and an administrative assistant. The education service provider will supply the executive services for education including an education director, assistant principal, special education director, axillary services director, and a lead teacher, all with prior at-risk youth experience. The education service provider will also supply business oversight, including but not limited to, accounting, marketing and executive services. The education service provider will include licensed therapists for counseling services and behavior management staff that will instruct in the methods of Satori Alternatives to Managing Aggression (SAMA), a de-escalation technique.
  - c. Staffing of this type of school is precarious, due the acuity and severity of each felon's offense. The population of students will change daily and quickly, we will staff at a maximum ratio of 1:10. The number of classroom educators and specialty educators will be determined by the number of students, the requirements of the facilities and the severity of the offense of the students incarcerated. Special education services will be available to all students with IEPs.
  - d. An administrative assistant, an information technology specialist, 10 teachers, a guidance counselor, and a registration specialist will be employed directly by Teen's Path to Success (TPS). TPS will coordinate with the facilities to have officers either in the classroom or outside the classroom, depending on the overall student acuity level.

## Attachment 17

Explain how the relationship between the school's leadership/administrative team and the rest of the staff will be managed.

This program will spread out through Alabama counties with juveniles in adult correctional facilities. Teen's Path to Success will operate as a multi-satellite location operation. The smaller counties may share resources as they may only have a student population of 2-10. Urban counties will have larger student populations and will have multiple teaching staff in house. Our administration and management teams will travel to all of the facilities to give oversight. The administrative team will work out of the corporate location. All of the above named administrators will assist in the oversight and supervision process.

**Attachment 18**

**Personnel Policies or Employee Manual**

# Teen Path to Success

## Faculty Handbook



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**Administration**

TPS Governing Board

**Teen's Path to Success Telephone Numbers**

Huntsville Office:

4812 Commercial Dr, Huntsville, AL 35810 (256) 384-1902

***Welcome to Teen's Path to Success!***

The purpose of this Handbook is to inform faculty of some of the policies and procedures adopted by Teen Path to Success.

After you have reviewed the handbook, please

Sign

Return to Office

Your signature assures Teen's Path to Success that you have received, read and agree to abide by the established policies and procedures.

We look forward to you having a productive and rewarding work experience.

I have read the following teacher handbook, and I understand my duties as a teacher and staff member at TPS and will abide by these terms given to me.

**Name**

**Date**

**Signature**

## **VISION**

The vision of Teen's Path to Success (TPS) is to develop adolescents and young adults who are self-directed, educated, and contributing members of society. To support this vision, we resolve to provide an environment of respect, acceptance, skill development and challenge, which fosters the personal development and emotional growth of our students. This plan will incorporate academics, mental health supports, and behavioral management strategies.

## **MISSION**

The mission of Teen's Path to Success is to educate at-risk youth by administering a specialized program to meet the academic needs of each individual, resulting in the continuation of student success or overcoming academic challenges. Using a holistic approach, the net result is to provide the necessary means for each student to meet the standard requirements for continued academic success, including grade level achievement, graduation, and other appropriate goals. The targeted student population will include, but not be limited to, the socio-economically disadvantaged, at-risk minorities, exceptional learners, and incarcerated youth.

### **Expectations for Faculty**

- Maintain mutual respect between parents, students and staff
- Communicate with TPS personnel regularly
- Support and participate in staff development
- Assume all responsibility for proper conduct

## **Expectations for Educators**

The Alabama Education code of Ethics defines the professional behavior of educators and serves as a guide to ethical conduct. Professional Educators employed by Teen Path to Success shall strive to follow the guidelines of the Alabama Educator Code of Ethics as published and amended by the State of Alabama Department of Education from time to time.

## **Teen Path to Success Values**

Teen's Path to Success (TPS) top priority is the safety and security of every child. Programs are individualized to meet the unique needs of each teen and their family.

- No child should ever be placed or remain in an environment which damages their emotional growth or endangers their physical safety.
- Teens want to "belong." Adults must provide a safe place to belong.
- Teens should receive love and discipline from the same source.
- Adults who work with teens should like teens.
- We will improve teens' health and self-esteem through education and skill development.
- The loyalties of management and duties of staff are first and foremost to the teens they serve.
- We will add value to the lives of all we encounter.
- We will never violate the trust placed in us.
- Everyone deserves a level of respect

## **Teen's Path to Success**

Teen's Path to Success (TPS) in multiple campus locations is a privately owned year-round school specializing in education for students in grades 6-12. Courses include the full range of core curriculum, honors, college prep and numerous electives. Our Education Director works closely with parents, students and counselors to design an individualized program of study that best supports the student's specific goals. All instructional staff is state certified, highly qualified educators.

TPS is staffed with Special Education teachers who can accommodate 504 Plans and IEPs. Class sizes are smaller. Teachers provide close supervision and a flexible learning environment maintaining a minimum 10:1 student to teacher ratio. Teachers also provide one-on-one attention with coursework, while also encouraging independent study as students develop strong learning and critical thinking skills.

TPS has numerous programs including a credit recovery program, a promotional program, and a traditional program. TPS holds a graduation ceremony twice a year for those students who have earned their high school diploma at TPS.

# **PROGRAM OVERVIEW**



## **Interventions and Techniques**

The ReOrientation Program at TPS is structured to accommodate different levels of intervention. These levels of intervention can be divided into three general categories:

1. Primary Prevention
2. Secondary Prevention
3. Crisis Management

### **Primary Prevention**

Primary Prevention involves those preventative measures or activities that reduce the probability of problem behavior before it occurs. Intervention techniques include:

**Natural consequences:** Allow students an opportunity to draw a concrete connection between a behavior and a consequence of life.

**Self-referral:** Provides a student the opportunity to withdraw him/herself from an activity or situation that may be stressful and interfering with his or her ability to participate fully in learning.

**Alternative structure:** Provides a student an opportunity to complete his or her work in a setting other than the regular classroom for purposes of reducing anxiety,

alleviating stress or resolving conflict.

**Mediation:** A planned and structured process of discussion with the goal of providing the student an opportunity for peaceful settlement of conflict. Mediations serve to resolve conflicts before and after they occur. (Counselor and/or Principal)

**Talk outs:** which provide students an opportunity to disclose, share or discuss personal problems with an appropriate staff on a one-to-one basis (counselor and/or principal).

## **Secondary Prevention**

Secondary prevention involves the use of strategies designed to anticipate and prevent the occurrence or reoccurrence of the student's problem behavior while in the RO room.

**Encouragement** is provided to students in the form of a word of confidence to keep the student on track and acknowledge positive behavior.

**Verbal reminders and warnings** are provided to redirect the student's problem behaviors while they complete their time in the RO room.

**Redirections/choices** are provided to help students choose a more appropriate behavior.

**Limit setting** with clear directions and identification of consequences are used when verbal reminders and warnings are ineffective.

**Writing assignments** are tasks designed to help students reflect seriously on their behavior and draw a connection between their behavior and what they were feeling at the time of the incident.

**Conflict resolution and problem solving strategies** are brief interventions used by the staff to assist a student having difficulty in demonstrating appropriate behaviors. These include, but are not limited to, referring a student to a counselor, separating disruptive students and arranging one-on-one supervision in an alternate location.

# **Crisis Management**

**Crisis Risk-focused defined:** viewed as a relatively sudden situation in which there is an imminent risk of harm to the self or others and judgment is impaired. Has a severe inability to function, or otherwise distraught and out of control

## **Examples of Crisis Emergency include:**

- Acting on a suicide threat
- Homicidal or threatening behavior
- Self-injury needing immediate medical attention
- Severely impaired by drugs or alcohol
- Highly erratic or unusual behavior that indicates very unpredictable behavior and/or an inability to care for themselves.

## **Crisis Procedure**

1. If possible, remain with the person until help arrives.

# STUDENT EXPECTATIONS AND GUIDELINES

## STUDENT

While in class students are expected to immediately follow all instructions given by teachers. If a student needs to be removed from class after the teacher has had one-on-one conference with student, teacher will complete Staff Disciplinary Report (see Appendix) and present to security. If an unexpected situation occurs, security will immediately notify the Director of Education.

### Attendance

- Classroom attendance will be taken during **each period** starting with home room and ending with wrap up. Note: Teachers are only responsible for marking present or absent.
  - If Athens City Schools make a decision to delay start time, have an early dismissals, or are closing for the day in regards to weather, TPS will do the same.

### School Hours

School hours will be determined by each individual facility in which TPS operates.

## **Student Classroom Procedures**

Students are expected to:

1. Remain quiet without talking and stay in their assigned seat.
2. Log into their Plato account and open their notebook to the appropriate subject area.
3. Read and take notes.
4. *After they have taken notes*, they are *encouraged* to ask the teacher questions if you do not understand the material.
5. Complete any additional assignments as instructed by teacher.
6. Remain seated without talking.

## **Academic Progression**

Students are given the any needed information which may be required to begin to access their classes. Students are taken through orientation to learn how to maneuver through the computer and familiarize themselves with the behavioral plan utilized in their specific program. Students are assigned a computer. Students are required to complete two submissions per subject daily. Teachers will document individualized instruction on the Individualized Documentation form (see Appendix) located in the Policy and Procedure notebook.

## **Student Dismissal**

Students are dismissed as the facility Officers arrive to return them to general population.

## **Restroom Breaks**

There will be two escorted restroom breaks. No exceptions without a doctor's note. The teacher will keep track of these breaks. Students will be escorted to the restroom. No student will be allowed in the halls without an escort.

## **Room Assignments**

Students are assigned a class for their entire stay at TPS. Teachers transition to different classrooms within the building. It is imperative that teachers communicate

with each other on student progress, behavior, restroom and water breaks.

### **Tutoring**

Tutoring is offered to students through one-on-one pull out, as well as the option to stay after school for additional help until 5 pm.

# SUSPENSIONS

## MANDATORY ROOM REMOVAL

- Physical aggression (assault, bullying, fighting, throwing, pushing, spitting, etc.) or refuse to take a drug test
- Verbal aggression (cursing of staff, threats, racism, enticement, bullying, etc.)
- Harassment, gestures (verbal, written or physical), extortion or bribery
- Drugs, tobacco, alcohol or evidence of intoxication or impairment (in possession of or testing positive)
- Weapons (guns, knives, blades, explosives, mace, etc.)
- Sexual acts or harassment (physical or verbal to peers or staff)
- Gambling
- Destruction of school property (charges may be applied)
- Theft or burglary (peer, staff lunches or belongings, or school property)
- Arson (including alarms and extinguishers)
- Being in unauthorized area (to include parking lot, leaving premises, or leaving assigned location)
- Lighters, matches, papers, inhalants or drug paraphernalia of any form.



## **EXPULSION “RECOMMENDATION” PROCEDURES**

- Four major offenses may result in a *recommendation* for expulsion.

# **STAFF POLICIES AND PROCEDURES**

## **GENERAL INFORMATION**

### **Time Off Request**

Teachers must notify the designee of the Governing Board if they will be absent. If an absence is to be noted as sick leave, you MUST bring in a doctor's note. For paid time off the designee must approve. Complete a Time Off Request form (Appendix), indicate the dates, and email or hand deliver the request to the front office administrator as soon as possible or a minimum of 48 hours before the time of the request. The office administrator will check the admincalendar to review other requests. (i.e. If you are a teacher and two teachers have already asked for that time off, your request may be denied). If your request is accepted, the administrator or supervisor will sign the request and return it to the front office staff. Once returned, the approved time off will be added to the admincalendar by the office staff. You will then receive an invitation from the calendar indicating the approval process is complete.

### **Faculty meetings**

Faculty and/or staff meetings are held once or more per week via Google Hangout. Only the designee of the Governing Board can excuse a teacher from a faculty meeting with prior approval. Staff meeting notes are recorded and e-mailed after every meeting. All faculty are responsible for obtaining the information and following the directions.

### **Harassment**

It is the policy of Teen Path to Success to maintain a learning and working environment that is free from harassment. No staff shall engage in or be subjected to harassment, violence, threats of violence, or intimidation by another staff member through conduct or communication that is based on race, sex, religion, national origin or disability. Staff who violate this policy will be subject to disciplinary sanctions.

## **Sexual Harassment**

It is the policy of Teen Path to Success to maintain a learning and working environment that is free from sexual harassment. It shall be a violation of school policy for any member of Teen Path to Success staff or any student of Teen Path to Success to harass through conduct or communications of a sexual nature.

## **Reporting Abuse/Neglect**

Any school employee having knowledge of known or suspected abuse/neglect **shall immediately report** the facts as known, either in person or by phone to Department of Human Resources. The School Administrator, School Social Worker and School counselor should also be notified.

## **School Visitors**

All visitors are subject to facility approval. If you plan to have a visitor/speaker for your class, you must notify the Director of Education within a timely manner. Speakers must complete the vetting procedure, including 3 references and an employment application completed.

## **Parent Concerns**

Parent concerns and problems which may arise from time to time should be resolved at the lowest possible level. In order to resolve concerns in the most appropriate fashion in the shortest period of time possible, each concern should start at the most immediate level of administration/supervision.

1. Parents are encouraged to consult with the classroom teacher and/or guidance counselor to resolve school related concerns about their children.
2. Arrange a meeting with a School Administrator if the matter is not resolved at the teacher/counselor level. Concerns should be submitted in writing and should be specific in terms of action desired.

## **Student Incidents requiring immediate attention**

Report any threats of bodily harm, fights, accidents that cause harm to anyone, or incidents of a sexual nature, to the designee of the Governing Board immediately. Fill out required paperwork.

## **Documentation of Behavioral Incidents**

(Updated 10/26/2014)

All staff who witness a behavioral incident are responsible for making an entry in INOW within 24 hours. Failure to comply will result in a warning/write up. Fill out entry correctly and entirely: date, time, dap notes, all names involved in the incident to include students, staff, admin, etc.

- All teachers who send a student out of the classroom are **REQUIRED** to fill out the iNow discipline form as soon as possible.
- All staff involved in containment must fill out a RIR incident report in addition to the INOW brief.
- Any students involved in an incident will be asked to give an account.

## **COMPUTER USE POLICY**

Teacher credentials should only be used on assigned teacher PC. Student computers are locked down. If a teacher logs in to a student computer using teacher credentials, students will be able to back in to that account. Protect your account and password at all times. NEVER share your password with anyone. Sharing your password with employees past or present or those outside of the company may result in a FERPA infraction.

## **Conflict Resolution among Staff**

Employees will resolve conflicts with other employees by first speaking with the individual. If issue is not resolved, the proper chain of command should be followed by taking the issue to the next supervisor in the chain of command.

## Staff Dress Code

- Faculty should NOT wear the following to the work environment at Teen Path to Success:
  - Clothing that displays immoral or illegal behavior is not permitted. Any article of clothing, jewelry, or haircut depicting gangs, violence, sex, drugs, alcohol, mutilation or language that could be considered obscene or vulgar will not be permitted.
  - No Leggings, Jeggings, Yoga Pants, or Spandex of any kind should be worn.
  - Shorts, skorts, skirts, and dresses should fit securely around the waist and come no higher than three inches above the bend of the back of the knee. Slits in skirts and dresses must not be extreme or revealing.
  - No Pajama Wear of any kind.
  - Undergarments must not be exposed.
  - Sleeves must be at least three inches across the shoulder
  - Revealing tops (e.x. that show cleavage, ect.) , spandex, or other clinging garments are not permitted
  - Shirts that bare midriffs when arms are raised are not allowed.
  - Jeans worn by staff should not have holes above the knee

Staff should dress professional and tidy (avoid sloppy clothing or style of clothing) at all times. Please ensure that these dress code rules are followed as not following these rules may result in written reprimand or staff being asked to leave in order to change to get in line with the standardized dress of the building.

# TEACHERS

## **Student Orientation:**

Student orientations are held as students are accepted into the program on a rolling enrollment basis.

Student Orientation is **mandatory** and will be conducted by a Teacher.

The Teacher will begin the orientation process with a welcome and will then explain the computer based program and academic expectations and will then explain the rules and regulations.

After the expectations have been fully explained and students have had an opportunity to ask questions, the Teacher will ensure that each student has his or her password and school supplies. Next, students will begin with reading and math assessments.

Therapists from an Education Service Provider will have each new student complete the intake process. During intake each student is given a No Harm Contract, Psychosocial Assessment and Behavioral Treatment Plan.

All students must complete both math and reading assessments before joining the general student population.

## **Supplementary Materials**

Teachers are expected to exercise their professional judgment in choosing supplementary materials for classroom use and in determining what teaching methods will be employed. If a question regarding the appropriateness of such materials or the suitability of such methods arises, the teacher will discuss this issue with the Director of Education.

## Schedule for Opening Doors

7:30 am Teachers arrive  
Doors open for students

8:00 am School begins

1. Teachers arrive at 7:30 am and should be in their assigned classroom no later than 7:45 am.
2. Always remain professional with students.
3. Teacher Absences: Teacher or Staff must notify designee of the Governing Board if they will be absent. If an absence is to be noted as sick leave, you MUST bring in a doctor's note; otherwise it will be counted as paid day off without approval. Director must approve day off with pay. Employees should complete a time off request form and indicate the dates on the calendar. Email or text the administrator 24 hours before your time off.
4. Teachers' grades are to be completed in INOW and kept updated by the end of the school day on Fridays.
5. **Teachers and are NEVER to leave a class unattended. Leaving a class unattended will result in disciplinary action including possible termination.**
6. Teachers and security are responsible for maintaining their timesheets accurately. Any teacher found to be fraudulent on their timesheet will face suspension pending a hearing with the Governing Board and possible termination.
7. Students' attendance must be posted in INOW at the beginning of each period.
8. Follow school behavior management program. Any extra rewards must be approved by an administrator at the facility in which the students are being taught. (i.e. food, snacks).
9. As per school behavior management plan, students are not to have access to



internet. Do not allow students on teacher computers.

10. Teachers and staff are responsible for checking e-mails several times during the day for important information that may be sent out.
11. Teachers should always have their personal cell phones on vibrate. Personal phone calls should be kept to a minimum. If cell phones are not allowed in the facility a teacher is working in then the teacher will be expected to check email several times during the day.
12. Teen Path to Success is not responsible for any stolen items.
13. Personal tasks should not be completed during work hours.
14. It is a teacher's responsibility to provide a well-managed, structured classroom that is conducive to student learning.
15. All faculty are responsible for obtaining information from faculty meetings.

### **Classroom Procedures**

Promptly report to all assigned classrooms at 7:30 am and leave at 3:30 pm.

Greet students at the door and remind them that there will be no talking, that they are expected to remain seated with their chair with their body facing the computer, to keep the chair with all legs on the floor, their notebook turned to the appropriate section, and the computer in the appropriate subject.

1. At the beginning of each class check the clipboard with the behavior matrix for prior infractions. Students should be informed when they are receiving a check mark on the behavior matrix.
2. For students with prior behavior problems for the day *quietly* and *individually* remind them that you are aware of those problems.
3. Teacher discretion- stretch break without talking last few minutes of that class session. If given, record on behavior matrix.
4. Walk around and assist students that are taking notes and **raising their hands**. Classes may be shorter, so limit your time sitting behind the desk for

administrative duties, submissions or tests.

5. Teachers will provide assistance to students with lesson quizzes (as long as student has taken notes). Teachers will **NOT** provide assistance to students with unit exams, even with retakes.
6. The end of the day is WRAP UP (daily attendance, goal check, notebook check).
7. Teachers with are expected to have grades entered by each Friday.
8. Teachers are to inform Officers of escalating classroom situations, but are still responsible for employing SAMA techniques up to and including containments.
9. Teacher will be sure to insure that all students remain in their classroom when incidents occur in other areas. Classroom doors should be closed immediately.

### **Morning Homeroom**

1. Homeroom (HR) teachers are responsible for monitoring attendance and reporting it in INOW.
2. HR teachers will check student binders every morning. Binders should have five dividers labeled properly: 1) English, 2) Math, 3) Science, 4) Social Studies/History, and 5) Journal. Each subject should have paper with evidence of note taking. The journal section should have paper with evidence of journal entries.
3. Upon entering the classroom quietly, students will sit in their assigned seat, open their binder and begin journal writing. Journal entries should include one personal goal and at least one academic goal.
4. A chart will be placed on the wall or whiteboard in every classroom with prompts for possible journal writing. HR teacher will rotate through the room reviewing journal entries. If there are any signs of possible problems, teacher will work with student to address them or refer to a therapist.
5. As students finish their journal entries, they will immediately begin working

on their first period class submissions.

### **Teacher Transition**

1. Ending of class time must be adhered to closely.
2. If possible an Officer will monitor classroom when teacher leaves.
3. Teachers **will not** leave the classroom un-attended.

### **Wrap Up**

1. Teacher will check with students regarding their personal and academic goals.
2. Class behavior matrix will be discussed.
3. Students are expected to clean their areas.
  - a. Computers and monitors turned off.
  - b. Trash picked up and set outside of room
4. Students will be allowed to complete any work they were unable to complete during the day.
5. Evidence of completion will be added to the pace chart.
6. Teachers can review journal entries.
7. Wrap up attendance must be posted before 3:00pm daily.

### **Grading Scale/Progress Reports**

Progress reports will be reviewed by the Educational Service Provider Management Team for data and dissemination. This information will be used to determine if any other academic or therapeutic interventions may be necessary.

Grading Scale is as follows:

A= 90% - 100%

B= 80% - 89%

C= 70% - 79%

D= 60% - 69%

F= 0 - 59%

Exams are 60% of grade and submissions are 40% of grade.

Teachers should track beginning and ending grades for each student every semester.

### **Professional Development**

After teacher completes professional development, certificate is turned in to the Director of Education/Principal. The teacher will record professional development in the STI PD online resource.

<https://221145.stiinformationnow.com/InformationNow/Login.aspx?ReturnUrl=%2fInformationNow%2fDefault.aspx>

## Containments

1. All Teacher's are required to have updated training for SAMA containment holds before assuming a position of support in the school. Teachers are to follow the SAMA training with regards to containments.
2. Containments at the facility of Teen's Path to Success are to be performed on an as needed basis and Teachers are to engage using an approved and proper hold to prevent the action from continuing, but they should only be executed for the following reasons:
3. If a student is a threat to themselves by inflicting harm upon their person
4. If a student is/has become a threat to another party, be they student, staff, faculty, or administrator
5. If a student has taken upon themselves to damage school property, including but not limited to walls, desks, chairs, tables, computer equipment, etc.
6. In the event of a containment, be it a standing or ground containment, it is optimal that student audience is absent from the process. If the student cannot be isolated in a secluded area, ALL other students are to be removed from the area and closed into their respective classrooms with the teacher blocking the entryway. There must be a safe environment to execute a restraint on a student.
7. *All audiences, including staff should be moved away from the situation.*  
*(updated 10/2/14)*
8. Officer and facility liaisons are not bound by SAMA restrictions. Should an incident escalate to a point where student will not be compliant and is still a threat to themselves, other people, or damaging property, Teacher will yield to officer. *Once the Officer steps in, they control the situation at their discretion.*
9. All Staff involved in any containment need to update INOW at the first available opportunity and advise the facility administrator and the Education Service Provider Management immediately .

# **CODE OF ETHICS**

## CODE OF ETHICS

### **Ethical Principles**

The following are broad ethical principles of Teen's Path to Success (TPS) values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all TPS employees should aspire.

**Value:** *Service*

**Ethical Principle:** *TPS's primary goal is to help teens in need. TPS employees' elevate service to others above self-interest. TPS employees draw on their knowledge, values, and skills to help people in need.*

**Value:** *Honesty:*

**Ethical Principle:** Staff is expected to be truthful in all aspects of their employment with TPS Inc. This includes interactions with students, families, our staff and outside professionals, among others. We always have choices in the area of truth. First we can tell a falsehood, we can lie. Eventually, this usually results in a lack of trust and lowering of our self-esteem. Lying is considered unacceptable and unethical in almost every culture on the face of the earth. As adult role models for our students, lying is never acceptable.

**Value:** *Dignity and Worth of the Person*

**Ethical Principle:** *TPS employees respect the inherent dignity and worth of the person. We believe that a person is not the sum of their behaviors but has worth as a person.*

TPS employees treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. TPS employees promote

clients' socially responsible self-determination. TPS employees seek to enhance clients' capacity and opportunity to change and to address their own needs.

**Value:** *Importance of Human Relationships*

**Ethical Principle:** *TPS employees recognize the central importance of human relationships.*

TPS employees understand that relationships between and among people are an important vehicle for change. TPS employees engage people as partners in the helping process. TPS employees seek to strengthen relationships among families in a purposeful effort to promote, restore, maintain, and enhance the wellbeing of individuals, families, social groups, organizations, and communities.

**Value:** *Integrity*

**Ethical Principle:** *TPS employees behave in a trustworthy manner.*

TPS employees are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. TPS employees act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

**Value:** *Competence*

**Ethical Principle:** *TPS employees practice within their areas of competence and develop and enhance their professional expertise.*

TPS employees continually strive to increase their professional knowledge and skills and to apply them in practice. TPS employees should aspire to contribute to the knowledge base of the profession.

### **Ethical Standards**

The following ethical standards are relevant to the professional activities of all TPS employees. These standards concern (1) TPS employees ethical



responsibilities to students, (2) TPS employees ethical responsibilities to colleagues, (3) TPS employees ethical responsibilities in educational/practice settings, (4) TPS employees ethical responsibilities as professionals, (5) TPS employees ethical responsibilities to the education/social work profession, and

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

## **EMPLOYEES ETHICAL RESPONSIBILITIES TO STUDENTS**

### **Commitment to Students**

A TPS employee's primary responsibility is to promote the wellbeing of students. In general, students' interests are primary. However, TPS employees' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed students, and students and their families should be so advised. (Examples include when a TPS employee is required by law to report that a student or family member has abused a child or has threatened to harm self or others.)

### **Self-determination**

TPS employees respect and promote the right of students to self-determination and assist students in their efforts to identify and clarify their goals. Teachers/Social workers may limit students' right to self-determination when, in the TPS employees' professional judgment, student actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

### **Derogatory Language**

TPS employees should not use derogatory language in their written or verbal

communications to or about students. TPS employees should use accurate and respectful language in all communications to and about students.

## **TEACHER ETHICAL RESPONSIBILITIES TO COLLEAGUES**

### **Respect**

(a) TPS employees should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) TPS employees should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

(c) TPS employees should cooperate with TPS colleagues and with colleagues of other professions when such cooperation serves the wellbeing of clients.

### **Confidentiality**

TPS employees should respect confidential information shared by colleagues in the course of their professional relationships and transactions. TPS employees should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

### **Interdisciplinary Collaboration**

(a) TPS employees who are members of an interdisciplinary team should participate in and contribute to decisions that affect the wellbeing of our students by drawing on the perspectives, values, and experiences of the profession.

Professional and ethical obligations of the interdisciplinary team as a whole and of

its individual members should be clearly established.

(b) TPS employees for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, TPS employees should pursue other avenues to address their concerns consistent with client wellbeing.

### **Disputes Involving Colleagues**

(a) TPS employees should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the own interests.

(b) TPS employees should not exploit students in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between TPS employees and their colleagues.

### **Consultation**

(a) TPS employees should seek the advice and counsel of colleagues whenever such consultation is in the best interests of students.

(b) TPS employees should keep themselves informed about colleagues' areas of expertise and competencies. Teachers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about students, TPS employees should disclose the least amount of information necessary to achieve the purposes of the consultation.

### **Unethical Conduct of Colleagues**

(a) TPS employees should take adequate measures to discourage, prevent,

expose, and correct the unethical conduct of colleagues.

(b) TPS employees who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(c) TPS employees should defend and assist colleagues who are unjustly charged with unethical conduct.

### **Education and Training**

(a) TPS employees who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

### **Performance Evaluation**

TPS employees who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

### **Students Records**

(a) TPS employees should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

(b) TPS employees should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to students in the future.

(c) TPS employees' documentation should protect students' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

### **Continuing Education and Staff Development**

TPS's administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to teens' residential treatment, practices and ethics.

### **Commitments to Employers**

(b) TPS employees should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.

## **TPS EMPLOYEES' ETHICAL RESPONSIBILITIES AS PROFESSIONALS**

### **Competence**

(a) TPS employees should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) TPS employees should strive to become and remain proficient in professional practice and the performance of professional functions.

### **Private Conduct**

TPS employees should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

### **Dishonesty, Fraud, and Deception**

TPS employees should not participate in, condone, or be associated with dishonesty, fraud, or deception.

### **Impairment**

(a) TPS employees should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the

best interests of people for whom they have a professional responsibility.

(b) TPS employees whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

### **Acknowledging Credit**

(a) TPS employees should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) TPS employees should honestly acknowledge the work of and the contributions made by others.

## **EMPLOYEE'S ETHICAL RESPONSIBILITIES TO TEEN'S PATH TO SUCCESS**

### **Integrity of TPS**

(a) TPS employees should work toward the maintenance and promotion of high standards of practice.

(b) TPS employees should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

**\* adapted from the social worker code of ethics.**

**BEHAVIOR  
MANAGEMENT  
PROGRAM**

## TARGETED BEHAVIORS

**T =** STAY ON TASK

**R =** RESPECT PROPERTY

**S =** SPEAK APPROPRIATELY

**I =** IGNORE INAPPROPRIATE  
BEHAVIOR

**D =** FOLLOW DIRECTIONS

**L =** REMAIN IN ASSIGNED  
AREA

**A =** POSITIVE ADULT INTERACTION

**P =** POSITIVE PEER  
INTERACTION

**C =** APPROPRIATE COMPUTER USAGE



# **SCHOOL-WIDE BEHAVIOR PLAN**

Teen Path to Success program is designed to provide students with academic instruction while addressing their significant emotional and behavioral needs. This is accomplished by offering students strong academic programming and a school-wide behavior management system. This behavior management system consists of four components which are linked together to provide the structure and consistency needed for students to progress academically and behaviorally. PBIS, Restorative Justice, the classroom Behavior Matrix, and Therapeutic services.

## **STANDARDS OF CONDUCT**

1. The school day is from 8:00 am to 3:00 pm. Students are expected to attend school as can be scheduled with the individual facility. The attendance policy as outlined in the Program Parent/Student Handbook will be strictly enforced, and attendance will be reported to the Athens City School District weekly.
2. Staff and students are to be treated with respect at all times.
3. School computers are for educational purposes only. There will be no email checking or visits to sites unrelated to current coursework during school hours, including Facebook, personal emails and similar sites.
4. Break period is 15 minutes twice during the school day. Students will not be allowed to leave the building, surf the internet, etc.
5. No foul language or gestures, or language or gestures of a sexual or violent nature will be tolerated.
6. Cheating and plagiarism will not be tolerated. An example of plagiarism is copying words from a website and pasting them into your essay as if you wrote them. If you are caught cheating or plagiarizing you will automatically receive a “0” on the assignment regardless of the type of assignment. This means cheating on an exam will result in a “0” on your exam.
7. These standards of conduct are a brief outline to remind students of some requirements, but all students are responsible for reading ALL student discipline requirements as outlined in the program Parent/Student handbook and adhering to ALL requirements. If a student does not uphold the student conduct standards they will be subject to the disciplinary action outlined in the handbook.

## **Teen Path to Success 3 Strike Policy**

TPS will use a 3 strike policy concerning discipline. If a student receives 3 strikes for behavior infractions, they will be dismissed from the program.

1. Discipline issues will first be addressed by the classroom teacher.
2. If de-escalation is unsuccessful, the student will be referred to the facility Officer.
3. If the Officer is unsuccessful, the student will be referred to the next chain of facility command. If the issue cannot be resolved by this point, the student will be sent out which will result in the student receiving a strike. After 3 strikes the student will be reviewed for dismissal from the program. The severity of the infraction will be determined by the Education Service Provider Management Team. If it is determined by the team that a student's actions may deem removal from the program then the Governing Board of TPS will be informed.

# **EMERGENCY CODES AND PROCEDURES**

**All Teachers are required to  
familiarize themselves with  
the policies at the local facility  
level**

## **IN LIEU OF FACILITY PROCEDURES:**

### **EMERGENCY CHECKLIST**

#### **1. Immediate recognition and assessment**

- a. Know warning signals and codes.
- b. Direct observation or knowledge of conditions- (look, listen, etc.)
- c. Be alert to conditions or threats and report significant information to the designee of the Education Service Provider Management Team.

#### **2. Immediate sheltering actions**

- a. Shut doors and lock them
  - i. Do not barricade or lock out those immediately seeking shelter.
  - ii. If in hallway - students go to nearest classroom.
- b. Shelter in place
  - i. Stay away from windows, doors and outer walls. Watch for broken glass.
  - ii. If outside- use objects immediately available (trees, brush, etc.)
- c. Move to alternate location if current location is too dangerous.
- d. If evacuation is needed, use clear, secure route. Be prepared to seek cover.

#### **3. Other immediate actions**

- a. Care for injured, but do not expose yourself to danger.
- b. Turn off lights only if safe to do so.
- c. Be ready to move instantly (know all evacuation routes, cubby areas).
- d. Have an accurate account of students.

- e. Report status or significant change to Director of Education, if possible.

#### **4. Actions during resolutions of emergency**

- f. Care for students
  - i. Deal with panic/hysteria/stress reaction.
  - ii. Provide psychological first aid/comfort.
  - iii. Provide for special need students.
- g. Follow instructions of police and principal-be prepared to move
- h. Prepare for the unexpected; think of possible courses of action

#### **5. Actions to be take following the “ALL CLEAR” signal**

- i. Check yourself and your students for injuries.
- j. Account for all students. Remain where you are and wait for instructions.
- k. As accurate information becomes available, explain to students what has happened and what will happen next. Allow them to question, etc.
- l. Monitor students who were directly involved or witnesses and identify for police and notify their parents/guardians.
- m. Preserve any physical evidence (do not touch if possible)
- n. Stay with your students until they are reunited with their parents/guardians.
  - i. Debrief officials and receive instructions for recovery/follow-up activities.
  - ii. Take advantage of personnel support service. Take care of yourself.

## Emergency Radio Codes and Procedures

The Teachers' first responsibility is to familiarize themselves with the procedures followed in each facility.

### **Radio Codes**

**Code 1** – Disorderly conduct but moving willingly

**Code 2** – Disorderly conduct and assistance needed.

Keep class as calm as possible if situation is in your classroom. Make sure security can enter room. Do not block or lock door.

**Code 3** – Fight.

Try to move all students away from fight and keep class as calm as possible. Make sure security is able to enter room. If fight is not in your room, close door and DO NOT allow students to leave or enter room.

Wait until security personnel notify you that it is safe to re-open classroom door.

**Code 4** – Runner.

If outside- security already outside will go after student; principal and one security will come out to cover students outside, if necessary one security will go and pick up student.

**Code 5** – Visitor(s).

Have visitor wait for director of education and/or counselor.

**Code Yellow** – (caution)

Intruder Building , B or C. Code Yellow should be used in the event of an active shooter, a violent suspect or student on campus.

1. Administrators should lock all exterior doors if possible.
2. Teachers are to take the following course of action
  - a. Close and lock classroom door. Quickly bring any students in hallway inside classroom.



- b. Students should crawl underneath tables and remain silent.
  - c. Turn out lights
  - d. Move students to the safest part of the room
  - e. Do not go to the door, look out the door, or answer the door for anyone.
  - f. Do not open door until instructed to do so by the security staff, police and/or administrator.
  - g. Turn off electronic devices if possible. Shut down all computers, except teacher's computer.
3. Students who happen to be outside of their classroom during **Code Yellow** lockdown should quickly move to the safest possible area (in a closet, bathroom stall, room with a door). **Students should be aware that teachers are NOT to open classroom doors during a Code Yellow lockdown.**
  4. School personnel should be assigned to check common areas such as restrooms, gyms, and cafeterias.
  5. Police and Security will advise teachers when the lockdown has ended.
  6. Establish where the safest place is located if students need to be immediately evacuated

### **Yellow CODED WARNINGS**

<u>CODE</u>	<u>EMERGENCY</u>	<u>ACTION</u>
28A procedures	lockdown, emergency in Building	All buildings follow lock down
28B procedures	lockdown, emergency in building	All buildings follow lock down
28C procedures	lockdown, emergency in building	All buildings follow lock down
ASPEN procedures	Active Shooter present. Emergency NOW	All buildings follow active shooter
CAMPER'S ON CAMPUS	Emergency is cleared	Resume regular classroom activities
ALL CLEAR	used for drills only	Resume regular classroom activities

## **CODE RED – FIRE**

### **EVACUATION PROCEDURES**

**CODE RED – FIRE\*\***Include location when giving code.

Teachers **MUST** familiarize themselves with all emergency procedures related to the facility in which they work.

## **CODE BLUE – Inclement Weather**

Teachers **MUST** familiarize themselves with all emergency procedures related to the facility in which they work.

# **HIRING PROCESS & JOB DESCRIPTIONS**

## **HIRING PROCESS:**

### Interview

Have prospected employee fill out employment application. Make a copy of the Driver License and Social security card.

Call, speak to, and document from at least 4 references.

Discuss and agree on position, status, salary, and benefits.

Forward resume, application, copy of DL and SS card to Education Service Provider for further background checks and paperwork. If certified teacher forward all certifications. For other positions forward highest level of education.

In forward e-mail state to Education Service Provider HR the position being hired for, status of full time, part time, long term sub, etc. State salary.

Applicant is responsible for contacting and setting up an appointment with Education Service Provider to complete the background check and other necessary paperwork.

After background checks are cleared, contact and confirm a start date.

On 1st day of employment the employee will complete new employee information with the administrative office.

## Teen's Path to Success

### Job Description

**Position:** School Guidance Counselor

**Facility:** All Campus'

**Line of Promotion:** To this position: Direct Hire

From this position: Administrative

**Supervision:** Supervised By: Designee(s) the of Education  
Service Provider/ TPS Governing Board

Supervises: None Currently

**Classification:** Exempt

**Broad Statement of Responsibilities:** To offer the student counseling and comprehensive, developmental guidance services in the areas of person/social, education/academic, and career/vocational growth and development which will enable him/her to live successfully and become a contributing member of society. To motivate students to develop academic skills through establishing rapport, and to establish a positive relationship with students, parents, co-workers, volunteers, and other visitors.

**Qualifications:** Alabama State teaching certificate in area of instructional responsibility, a master's degree, or its equivalent, representing intensive course work in the principles and practice of educational guidance; child growth and development theory; educational testing and measurement; counseling; the organization and administration of guidance services; the psychology of learning and elementary education

**NCLB criteria for Highly Qualified Teacher:** Such alternatives to the above qualifications as the Pinnacle Board may find appropriate and acceptable.

**Experience:** At least three years of successful teaching experience

**Physical Requirements:**

1. Routine mobility to include stooping, bending, lifting, walking and running.
2. Visual, hearing and speech acuity.
3. Ability to be productive in the work environment that is typically found in a business office environment.

**Material and Equipment Used in Performance of Duties:** Standard office equipment to include: copy/scan/fax machine, telephone system, computers and related software, and calculator. The School Guidance Counselor must also be able to operate a motor vehicle and a two-way radio.

**General Requirements:**

1. Counsels with students and small groups in an effort to help students develop socially, emotionally, academically, and psychologically.
2. Provides students with an opportunity to talk about their educational, vocational, and personal/social concerns.
3. Ensures confidentiality of counseling sessions, conferences, student records, etc.
4. Abides by the American School Counselor Association Code of Ethics.
5. Conducts needs assessments to determine areas and topics of the group guidance program.
6. Regularly and routinely schedules and conducts group guidance sessions in the areas of personal/social, educational, and career development.
7. Assists with orientation programs for students and parents.
8. Helps students develop study habits, learn to use their time more effectively and develop other attitudes that make learning easier.
9. Assists school testing coordinator in carrying out the state testing program.
10. Interprets test data to teachers, administrators, parents, and students.
11. Observes students in the school setting.
12. Helps identify students in need of special services, placement, motivation, or support.

13. Makes referrals to school resource personnel or community agencies.
14. Suggests appropriate class placement for students.
15. Utilizes test data and other available information to identify the interests, achievement, and aptitudes of all students for the purpose of assisting students in selecting appropriate curricula, activities and special programs; developing career plans; and providing educational and job placement services as appropriate.
16. Consults with teachers, parents, and administration routinely concerning academic, social, emotional and personal needs of students.
17. Assists teachers and administrators in planning activities and programs which meet student needs.
18. Serves as resource for and liaison between school, community agencies, teachers, students and parents and takes an active part in interpreting the school's objectives to parents and the community at large.
19. Develops, implements, and evaluates a yearly guidance and counseling plan based upon student need, school personnel input, principal approval, and the state guidance plan of goals and objectives.
20. Develops a plan which will involve and inform parents and teachers about the guidance program throughout the year.
21. Assists in developing a guidance in-service program for teachers.
22. Schedules regular meetings with grade level and/or subject area teachers and administrators for guidance program planning, coordination, problem solving, information sharing, etc.
23. Submits required reports of program objectives, activities, and outcome as requested.
24. Maintains a file of catalogues, school profiles, scholarship and financial aid information related to schools, colleges and institutions offering postsecondary educational or vocational training; provides appropriate remediation.

25. Follows State Department of Education guidelines and State board mandates for school counselors
26. Assumes responsibility to perform any work assigned by the Designee of the Education Service Provider or TPS Governing Board.



## Teen's Path to Success

### Job Description

**Position:** Teacher

**Facility:** All Campus'

**Line of Promotion:** To this position: Direct Hire

**Supervision:** Supervised By: Designee(s) of the Education Service Provider/TPS Governing Board

Supervises: None Currently

**Broad Statement of Responsibilities:** To oversee all aspects of the classroom learning environment. To ensure students learn subject matter and skills that will contribute to their development as mature, able, responsible members of society.

**Qualifications:** Bachelor's Degree from an accredited college or university and a valid Alabama Professional Educator Certificate. Must have an in-depth knowledge of the education of at-risk adolescents (minimum). Extensive knowledge of computers (preferred).

**Experience:** Classroom teaching experience, preferred experience or knowledge of the education of at-risk children.

**Materials and Equipment used in Performance of Duties:** computers, internet, photocopy, fax, calculator and telephone.

#### **General Requirements:**

1. High moral and ethical values
2. Willingness to be open to learning and growing
3. Interpersonal skills to work as an integral part of a therapeutic team
4. Appropriate interpersonal/ personal boundaries
5. Maturity of behavior and judgment

Willingness to work approved schedule and document hours on a time sheet.

**Job Duties:**

1. Request and compilation of all school records and grades
  - A. Verify previous grades and current grade placement
  - B. Request testing as needed and follow IEP of such student
  - C. Maintain educational records
  - D. Secure work samples on each child
2. Provide necessary support to allow students to meet educational needs
  - A. Secure materials for special needs students
  - B. Assist Director of Education in compiling specific work in all subject areas
  - C. Meet weekly with Director of Education to discuss individual student's needs and behaviors as well as any teacher needs that may arise
3. Supervision of Students
  - A. Check pace charts weekly for each student making sure that student is on the path for graduation requirements.
  - B. Planning for any special needs for students, following school issued IEP'S
  - C. Oversee any curriculum that comes directly from student's home school
  - D. Encourage creative thinking
  - E. Be available for support and feedback
4. Act as a liaison for other staff and other departments
  - A. Ensure teacher feedback is available for treatment team
  - B. Ensure appropriate staff is informed of any issues concerning the students that may arise in school
5. Maintain school materials

6. Coordinate assignments for break/course work

7. Other duties as assigned

The above duties reflect the general details considered necessary to describe the principle work functions of the job, and shall not be considered as a detailed description of all work requirements that may be in the position.

# **EMPLOYEE TRAINING**

## Quick Reference DAP Note Info

### Essentials of Record Keeping

- Be thorough yet concise
- Write clear, objective descriptions
- Consider how the resident is portrayed
- Use respectful terminology
- Use only approved abbreviations
- Use respectful language
- Use nonjudgmental language
- Give clear descriptions
- Include key terminology
  - As evidenced by (AEB)
  - Appears versus seems
  - Examples:
    - Poor: “From her frown, Carol seemed angry.”
    - Good: “Carol appeared angry as evidenced by her frown.”
  - Client – active language
  - Qualifying comments
  - Use words like “appropriate”, “inappropriate”, “positive”, “negative”, “helpful”, “harmful” or “hurtful”
- Avoid “good” and “bad”
  - They tend to sound judgmental as if you are making value statements. For example, instead of saying “the resident displayed bad judgement” instead describe the behavior, “the resident reported that he stole food from the dining hall last night”.

## DEVELOPMENTAL MILESTONE TRAINING

The Pinnacle Schools, Inc. serves adolescents aged 12 to 18. A twelve year old's developmental needs differ from an 18 year old. All staff need to be familiar with the developmental milestones, indicators related to developmental lag, and roles of parents/staff based on the individual's needs. By understanding the developmental milestones and related issues, The Pinnacle Schools can provide its residents and their families with the services and training they need in order to successfully navigate through the Counseling Stages of Change.

### Eleven to Twelve Years

#### Developmental Tasks

- To develop a sense of accomplishment, which centers around the ability to learn and apply skills, deal with peer competition, self-control, and greater strength.
- To develop and test values and beliefs, which guide present and future behaviors.
- To come to terms with and accept the dramatic changes in the body (e.g., development of breasts, muscles; voice changes; pubic and facial hair).

#### Indicators Related to Developmental Lag

- Excessive concerns about competition and performance, especially in school, extreme rebellion, teasing, whining, headaches, nervous stomach, ulcers, nervous tics, consistent procrastination, overdependence on caregivers for age-appropriate tasks, social isolation, lack of friends and involvements, few interests, inappropriate relationships with "older" people, e.g., teenagers, stealing, pathological lying, bedwetting, fire-setting.

**Note:** Although these tasks and indicators may be present during ages 7 to 12, each may be more observable at specific times.

<b>PHYSICAL DEVELOPMENT: Eleven to Twelve Years</b>	
<b>Normal Characteristics</b>	<b>Suggested Behaviors for Effective Training/Parenting</b>
Is increasingly aware of body.	Answer questions about bodily changes openly and honestly.
Possibility of acting on sexual desires increases.	Be aware of where youth is and with whom; encourage group activities and discourage solo dating.
Girls begin to show secondary sex characteristics.	Ensure that girls understand menstruation. Both boys and girls need sexual education.
Boys are ahead of girls in endurance and muscular development. Rapid growth may mean large appetite but less energy.	Don't nag boys about food intake and seeming "laziness."
May show self-consciousness about learning new skills.	Provide support and encouragement for youth's quest for new skills. Don't minimize or dismiss his/her lack of confidence.

<b>INTELLECTUAL DEVELOPMENT: Eleven to Twelve Years</b>	
<b>Normal Characteristics</b>	<b>Suggested Behaviors for Effective Training/Parenting</b>
Challenges adult knowledge; has increased ability to use logic.	Don't become defensive; child is not challenging your authority.
May have interest in earning money.	Problem solve with youth on ways to earn income.
Is critical of own artistic products.	Accept youth's feelings but try to help youth evaluate his/her works more objectively.
Is becoming interested in world and community; may like to participate in community activities.	Support interest in walkathons, helping neighbors, etc.

<b>SOCIAL DEVELOPMENT: Eleven to Twelve Years</b>	
<b>Normal Characteristics</b>	<b>Suggested Behaviors for Effective Training/Parenting</b>
Is critical of adults and is obnoxious to live with.	Be tolerant.
Strives for unreasonable independence.	Set limits, but give opportunities for independence whenever possible.
Has intense interest in teams and organized, competitive games; considers memberships in clubs important.	Provide for organized activities in sports or clubs.

<b>EMOTIONAL DEVELOPMENT: Eleven to Twelve Years</b>	
<b>Normal Characteristics</b>	<b>Suggested Behaviors for Effective Training/Parenting</b>
Anger is common; resents being told what to do; rebels at routines.	Help child set the rules and decide own responsibilities. Give child opportunity to make decisions.
Often is moody; dramatizes and exaggerates own positions (e.g., "You're the worst mother in the world!").	Don't overreact to moodiness and exaggerated positions.
Experiences many fears, many worries, and many tears.	Be understanding and supportive.

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<b>MORAL DEVELOPMENT: Eleven to Twelve Years</b>	
<b>Normal Characteristics</b>	<b>Suggested Behaviors for Effective Training/Parenting</b>
Has strong urge to conform to peer-group morals.	<p>Assist child in examining morals of the group without condemnation. Recognize youth's need to belong to a peer group outside the family.</p> <p>Be aware of the values of the group and help the youngster understand the consequences of own choices among group values.</p>

## Twelve to Fifteen Years

### Developmental Tasks

- To create own personal identity based upon the integration of values and a sense of self in relation to society, others, the opposite sex, the future, vocation, ideas, and the cosmos.

### Indicators Related to Developmental Lag

- Delays in physical and sexual development, depression, suicide attempts, sense of isolation, loneliness, impulsiveness, extreme rebellion, denial of feelings, poor hygiene, fantasy as an escape from problems, alcohol/drug abuse, anorexia nervosa, bulimia, obesity, sexual activity to provide missing nurturance, prostitution, stealing, pathological lying, psychosis, truancy, running away, pregnancy, juvenile delinquency.

**Note:** Although these tasks and indicators may be present during ages 12 to 19, each may be more observable at specific times.

<b>PHYSICAL DEVELOPMENT: Twelve to Fifteen Years</b>	
<b>Normal Characteristics</b>	<b>Suggested Behaviors for Effective Training/Parenting</b>
Experiences sudden and rapid increases in height, weight, and strength with the onset of adolescence.	Provide more food.
Girls are gradually reaching physical and sexual maturity. Boys are beginning to mature	<p>Explain to child what is happening.</p> <p>Discourage comparison with peers, but be aware of</p>

physically and sexually.	problems of late maturation.
Acne appears, especially with certain types of skin.	May need special diet and/or medication to treat acne. Assure teen that it will clear up eventually.
Is concerned with appearance.	Comment favorably on youth's concern with appearance.
Increased likelihood of acting on sexual desires.	Provide accurate information on consequences of sexual activity. Discuss birth control and safe sex practices (HIV prevention).

<b>INTELLECTUAL DEVELOPMENT: Twelve to Fifteen Years</b>	
<b>Normal Characteristics</b>	<b>Suggested Behaviors for Effective Training/Parenting</b>
Thrives on arguments and discussions.	Don't let discussions become arguments; don't put down the youth's ideas.
Increasingly able to memorize; to think logically about concepts; to engage in introspection and probing into own thinking; to plan realistically for the future.	Encourage exploration of thought and deed; provide books, library card, etc.
May read a great deal.	Talk to youth about reading; offer suggested readings.
Needs to feel important in world and to believe in something	Encourage youth to join causes, attend religious and community groups, etc.

<b>SOCIAL DEVELOPMENT: Twelve to Fifteen Years</b>	
<b>Normal Characteristics</b>	<b>Suggested Behaviors for Effective</b>

	<b>Training/Parenting</b>
Withdraws from parents, who are invariably called "old-fashioned."	Don't feel hurt or take it personally. Remember you are still important, but not in the same way that you were.
Boys usually resist any show of affection.	Respect boundaries but continue to be affectionate.
Usually feels parents are too restrictive; rebels.	Set clear, firm, but flexible limits.
Needs less family companionship and interaction.	Allow youth more opportunities for independent social activities.
Has less intense friendships with those of the same sex; usually has whole gang of friends. Girls show more interest in opposite sex than do boys.	Don't criticize youth's need for friends or particular friends.
Annoyed by younger siblings.	Accept youth's feelings and help younger siblings cope with rejection.

<b>EMOTIONAL DEVELOPMENT: Twelve to Fifteen Years</b>	
<b>Normal Characteristics</b>	<b>Suggested Behaviors for Effective Training/Parenting</b>
Commonly sulks; directs verbal anger at authority figure.	Accept feelings and expect respect for your feelings as well.
Worries about grades, appearance, and popularity; is withdrawn, introspective.	Don't dismiss youth's concerns; provide accurate feedback.

<b>MORAL DEVELOPMENT: Twelve to Fifteen Years</b>	
<b>Normal Characteristics</b>	<b>Suggested Behaviors for Effective</b>

	<b>Training/Parenting</b>
Knows right and wrong; tries to weigh alternatives and arrive at decisions alone.	Facilitate youth's decision making.
Is concerned about fair treatment of others; is usually reasonably thoughtful; is unlikely to lie.	Demonstrate respect for youth as an emerging adult.

## Sixteen to Nineteen Years

### Developmental Tasks

- To create own personal identity based upon the integration of values and a sense of self in relation to society, others, the opposite sex, the future, vocations, ideas, and the cosmos. To establish independence from the family.

### Indicators Related to Developmental Lag

- Depression, suicide attempts, sense of isolation, loneliness, impulsiveness, extreme rebellion, denial of feelings, poor hygiene, fantasy as an escape from problems, drug/alcohol abuse, anorexia, bulimia, obesity, sexual activity to provide missing nurturance, prostitution, stealing, pathological lying, psychosis, fire-setting, violent assault, truancy, running away, pregnancy, juvenile delinquency, cults, early marriages that are likely to fail, hatred and rejection of family.

**Note:** Although these tasks and indicators may be present during ages 16 to 19, each may be more observable at specific times.

<b>PHYSICAL DEVELOPMENT: Sixteen to Nineteen Years</b>	
<b>Normal Characteristics</b>	<b>Suggested Behaviors for Effective Training/Parenting</b>

Has essentially completed physical maturation; physical features are shaped and defined.	Recognize and compliment physical maturity.
Probability of acting on sexual desires increases.	Provide accurate information on consequences of sexual activity; discuss birth control and HIV prevention.

<b>INTELLECTUAL DEVELOPMENT: Sixteen to Nineteen Years</b>	
<b>Normal Characteristics</b>	<b>Suggested Behaviors for Effective Training/Parenting</b>
May lack information or self-assurance about personal skills and abilities.	Facilitate appointment with school counselor.
Seriously concerned about the future; beginning to integrate knowledge leading to decisions about future.	Encourage talking about and planning for future.

<b>SOCIAL DEVELOPMENT: Sixteen to Nineteen Years</b>	
<b>Normal Characteristics</b>	<b>Suggested Behaviors for Effective Training/Parenting</b>
Relationships with parents range from friendly to hostile.	Try to maintain good relationship; be respectful and friendly.
Sometimes feels that parents are "too interested."	Try not to pry.
Usually have many friends and few confidants; dates actively; varies greatly in level of maturity; may be uncomfortable, or enjoy activities, with opposite sex; may talk of marriage.	Recognize and accept current level of interest in opposite sex. Encourage experiences with a variety of people, e.g., younger, older, different cultures.
May be strongly invested in a single, romantic relationship.	Avoid disapproval; discuss needs and expectations that get met in the relationship.

<b>EMOTIONAL DEVELOPMENT: Sixteen to Nineteen Years</b>	
<b>Normal Characteristics</b>	<b>Suggested Behaviors for Effective Training/Parenting</b>
Worries about failure.	Be available to talk and to listen.
May appear moody, angry, lonely, impulsive, self-centered, confused, and stubborn.	Accept feelings -- don't overreact; jointly establish limits, but don't revert to childhood restrictions.
Has conflicting feelings about dependence/independence.	Avoid ridicule of inconsistent behaviors. Accept needs for separation.

<b>MORAL DEVELOPMENT: Sixteen to Nineteen Years</b>	
<b>Normal Characteristics</b>	<b>Suggested Behaviors for Effective Training/Parenting</b>
Is confused and disappointed about discrepancies between stated values and actual behaviors of family and friends; experiences feelings of frustration, anger, sorrow, and isolation.	Be sensitive to youth's feelings and thoughts. Try to bring them out in the open. Understand your own perspectives relating to values.
May be interested in sex as response to physical-emotional urges and as a way to participate in the adult world (but not necessarily an expression of mature intimacy).	Don't moralize. Accept sexual experimentation as normal and healthy, although discourage them from unprotected coital sex. Provide correct information on human sexuality, venereal disease, HIV and AIDS, birth control, intimacy, and safe types of sexual experimentation.  Communicate your feelings about sexual relations. Be open to discussion and appreciate possible differences in values and needs.

## **TRAUMA INFORMED CARE**

## **TRAINING GOLAS**

- Provide information about concepts associated with Trauma informed care as they relate to child welfare and behavioral health setting.
- Gain increased understanding of the implications of trauma for case planning and intervention, as well as identifying providers who participate in trauma informed ways.
- Provide examples of specific indicators of trauma informed child welfare practices.

Information for this training is compiled from The National Child Traumatic Stress Network.

## **DEFINING TRAUMA**

- **Post-Traumatic Stress Disorder**  
**The development of characteristic symptoms following exposure to a traumatic stressor involving direct personal experience or witnessing another person's experience of:**
  - 1) Actual or threatened death**
  - 2) Actual or threatened serious injury**
  - 3) Threat to physical integrity**
- **Person's response involves intense fear, horror and helplessness, leading to extreme stress that overwhelms the person's capacity to cope.**

- The experience of violence and victimizing including sexual abuse, physical abuse, severe neglect, loss, domestic violence and/or witnessing of violence, terrorism or disaster.

## TYPES of “TRAUMA” – NCTSN

Sexual Abuse/assault, Physical Abuse/assault/ emotional abuse/ neglect/ serious accident/illness/ medical procedure/ witness to domestic violence/ victim/witness to community violence/ school violence/ Natural or Manmade disaster/ forced displacement/ War/terrorism/political violence/ Victim/witness to extreme personal/interpersonal violence/ Traumatic grief/separation/ System-induced trauma.

## ACUTE VS COMPLEX TRAUMA

### ACUTE TRAUMA

- Experiencing serious injury to self or witnessing others being



**injured.**

- **Facing imminent threats of serious injury or death to yourself or others.**
- **Experiencing a violation of personal physical integrity**
- **Examples; School shooting, gang violence, natural disaster, physical/sexual assault**

### **COMPLEX/CHRONIC TRAUMA**

- **Trauma that occurs repeatedly over long periods of time**
- **Some forms of physical abuse, long standing sexual abuse, domestic violence, wars and other forms of political violence.**

### **HOW DOES TRAUMA AFFECT THOSE WHO EXPERIENCE IT?**

**Findings from the ACE Study, a Collaboration between the Centers for Disease Control and Prevention and Kaiser Permanente which analyses the relationship between multiple categories of childhood trauma (ACEs), and health behavioral outcomes later in life.**

- **Progressively uncovered how childhood stressors (ACE) are strongly related to developmental and prevalence of risk factors for disease and health social well-being throughout the lifespan.**
- **The short and long-term outcomes of childhood exposures to ACEs include a multitude of health and social problems.**
- **As the number of childhood ACEs goes up, so does the likelihood of social (substance abuse, mental illness) and health problems (heart disease, obesity).**
- **Abuse and neglect have profound effects on brain development. The longer the abuse or neglect, the more likely it is that permanent damage will be done.**

- **Not only are people with developmental disabilities more likely to be exposed to trauma, but exposure to trauma makes developmental delays more likely.**

## **WHAT IS TRAUMA INFORMED CARE?**

### **The Paradigm Change**

- **Basic premise for organizing services is transformed from**

**“What is wrong with you?” To “What has happened to you?”**

**A trauma-informed approach is based on the recognition that many behaviors and responses (often seen as symptoms) expressed by survivors and consumers are directly related to traumatic experiences that often cause mental health, substance abuse, and physical health concerns” –National Center for Traumatic Informed Care Substance Abuse Mental Health Service Administration.**

**A “trauma informed” system** is one in which all components of a given system is one in which all components of a given service system have been reconsidered and evaluated in the light of a basic understanding of the role that violence plays in the lives of people seeking mental health and addiction services (Harris And Fallot, 2001).

**“Trauma informed” services** are not specifically designed to treat symptoms or syndromes related to sexual or physical abuse or other trauma, but they are informed about and sensitive to, trauma related issues present in survivors.

Hodas (2006) conceptualizes trauma informed care as revolving around

three main concepts:

**UNDERSTANDING:**

- 1) Trauma – Understanding its prevalence and its consequences
- 2) The Person Served – Taking a Holistic view
- 3) Services – Must be strength based
- 4) The Service Relationship – Collaborative, partnership approach

**COMMITMENT:**

- 1) Commitment on the part of administrative staff is essential, as these individuals/groups generally determine the flow of resources
- 2) Ensuring that staff receive necessary training

**PRACTICES:**

- 1) Focus on empowerment vs. management and control
- 2) Use of person first language with decreased emphasis upon symptoms, behaviors, etc.
- 3) Practices should aim to build upon strengths and promote resilience
- 4) Universal precautions screen for trauma experiences.

**TRAUMA- INFORMED CHILD WELFARE**

**NCTSN “Essential Elements” of trauma-informed child welfare practice**

- Maximize the child’s sense of safety.
- Assist children in reducing overwhelming emotions.
- Help Children make new meaning of their trauma history and

current experiences. <Inter-relationship of events, thoughts, emotions, and behaviors>

- Address the impact of trauma and subsequent changes in the child's development, relationships, and behaviors.
- 1) Persistent fear states in children can interfere with their ability to learn from educational, social and emotional experiences.
- 2) Exposure to trauma can affect their perceptions of time, cognitive style, affective tone, problem solving skills, and ability to respond and understand rules, regulations and laws.
- 3) Early childhood trauma has been associated with reduced size of brain responsible memory. Attention, perceptual awareness, thinking, language and consciousness. These changes may affect IQ and the ability to regulate emotions, and the child may become more fearful and may not feel safe or as protected. NCTSN
- 4) Interactions with parents, caregivers, and others adults are important in the child's life and actually shape brain circuits and lay the foundations for later developmental outcomes, from academic performance to mental health and interpersonal skills.
- 5) The early experience of trauma (particularly trauma that involves interpersonal violence) adversely affects attachment and subsequent formation and maintenance of relationships.
- 6) Because of brain changes discussed earlier, over time trauma survivors may develop persistent fear responses and become overly sensitive to contextual cues that threats are present.
- 7) This tendency to be constantly "on alert" for threats may lead to nearly "automatic" responding to stimuli resembling aspects of the trauma as the individual seeks to protect him or herself.
- Coordinate services with other agencies.
- Utilize comprehensive assessments of the child's trauma

experiences and their impact on the child's development and behavior to guide services.

- Support and promote positive and stable relationships in the life of the child.
- Provide support and guidance to the child's family and caregivers.
- Manage professional and personal stress.

## **TOP Ten SIGNS YOU ARE PROVIDING TRAUMA INFORMED CHILD WELFARE SERVICES**

You know you are providing trauma-informed services when...

- 1) You remain vigilant to signs of secondary traumatic stress (STS) in your own life and consistently take steps to manage your personal and professional stress effectively.
- 2) You engage in formal assessment of the experiences of trauma experienced by all youth with whom you work, not just those with a documented history.
- 3) The result of your assessment guide holistic and collaborative service planning and delivery.
- 4) During visits, you specifically ask children about any concerns that they have about their safety, and provide them with concrete ways in which they are being kept safe in their placement.
- 5) You support caregivers by providing them with information about the link(s) between trauma reminders, the overwhelming emotions youth may experience as a result and any problematic behaviors that may be occurring.
- 6) You utilize tools such as the Child Welfare Trauma Referral Tool to identify those youth who would benefit from referrals for

trauma-specific mental health treatment (i.e., as opposed to more general mental health treatment).

- 7) You help caregivers to understand trauma-related behavioral issues in a non-judgmental manner that acknowledges and incorporates understanding of trauma history (i.e., vs bad character) and provide/reinforce ideas for coping strategies.
- 8) You work with youth and caregivers to develop an individualized list of available positive social supports within the community, and assist them to make those connections while maintaining existing ones to the greatest degree feasible.
- 9) You remain mindful that the immediate and extended family origin is coping with the experience of trauma in addition to the youth in care.
- 10) You practice “universal trauma precautions” and assume that all youth and connected persons with whom you are working are coping with the effects of trauma, and modify your child welfare practice accordingly.

## **ADDITIONAL RESOURCES**

- 1) National Center for Trauma Informed Care  
<http://www.samhsa.gov/nctic/>
- 2) National Child traumatic Stress Network  
<http://www.nctsn.org/>
- 3) Child Trauma Institute  
<http://www.childtrauma.com/>

Dr. David Ott, Christina Suarez and Kimberly Brien

# Sensitivity to Cultural Diversity Training

The Pinnacle Schools

## What is culture

- **Culture** is defined as the shared patterns of behaviors and interactions, cognitive constructs, and affective understanding that are learned through a process of socialization.
- These shared patterns identify the members of a culture group while also distinguishing those of another group.

• Source: [www.carlo.umn.edu/culture/definitions.html](http://www.carlo.umn.edu/culture/definitions.html)

## Culture Defined

- An integrated pattern of human behavior that includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting, roles, relationships, and expected behaviors of a racial, ethnic, religious, or social group and the ability to transmit the above to succeeding generations

• Source: National Center for Cultural Competence, Georgetown University

## Cultural Matters

- When culture is unintentionally or intentionally ignored, families and children are at risk of not getting the support they need, or worse yet, receiving assistance that is more harmful than helpful.



## Cultural Gives Context and Meaning

- It is a filter through which people process their experiences and events of their lives.
- It influences people's values, actions, and expectations of themselves.
- It impacts people's perceptions and expectations of others.

## Culture Is Inherent in Family Support Practice

- It informs our understanding of when support is needed.
- •It influences how and from whom we seek support.
- •It influences how we attempt to provide support.

# What is Cultural Competence?

- 1. The integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services, thereby producing better outcomes

• Source: National Technical Assistance Center for State Mental Health Planning (Davis, 1997) Cultural competence •

## Cultural Competence:

- 2. The ability to think, feel, and act in ways that acknowledge, respect, and build upon ethnic, socio-cultural, and linguistic diversity

## Cultural Competence vs Cultural Awareness

- Cultural competence : The ability to effectively operate within different cultural contexts
- Cultural awareness : Sensitivity and understanding toward members of other ethnic groups

## How Do We Acquire Cultural Competence?

- Recognize the broad dimensions of culture
- Respect families as the primary source for defining needs and priorities
- Change decision-making processes to include families and the community

## How Do We Acquire Cultural Competence?

- Commit to structural and policy changes that support cultural diversity
- Make policies and practices fluid to accommodate necessary adjustments

Source: Focal Regional Research Institute for Human Services, Portland State

## Achieving Cultural Competence Individually

- Do you have close personal relationships with people who are culturally and socio-economically different?
- Do you have the desire, knowledge, and skill to integrate culturally relevant considerations into your work?

## Achieving Cultural Competence Individually

- How do your own cultural experience and values impact the way you work?
- Do you continuously engage in an open and honest dialogue about culture and diversity with diverse groups of people?

# Achieving Cultural Competence Organizationally

- Value diversity
- Conduct cultural self-assessment
- Identify cross-cultural dynamics
- Institutionalize cultural knowledge
- Adapt service delivery to diversity within and between cultures

Source: Adapted from National Center for Cultural Competence, Georgetown University

## Value Diversity

- Honestly explore values, beliefs, and attitudes about your culture and others'
- Create an environment in which people feel safe to express culturally based values, perceptions, and experiences
- Hire staff and leaders who reflect the community's cultural diversity

## Identify Cross-Cultural Dynamics

- Understand how historical and political differences between cultural groups impact relationships and opinions
- Build capacity to communicate with non-English-speaking families
- Develop written materials that are appropriate for the literacy levels of families served

## Identify Cross-Cultural Dynamics

- Be responsive to non-traditional families (gay and lesbian parents, kinship families, single fathers, etc.)
- Understand how religion influences values and behavior.

## Adapt Service Delivery

- Make referrals to culturally competent providers
- Leverage cultural strengths (faith, respect for elders, broad sense of family, etc.)
- Tailor intervention methods to the cultures represented in the community

## Additional Resources

- Native American:  
<https://www.childwelfare.gov/systemwide/cultural/families/americanindian/index.cfm>
- African American:  
<https://www.childwelfare.gov/systemwide/cultural/families/african.cfm>
- Hispanic:  
<http://ncsu.edu/ffci/publications/2009/v14-n1-2009-spring/olsen-skogrand.php>

# APPENDIX



TPS

TIME OFF REQUEST FORM – 2014

Please complete the Employee Section below. Requests should be submitted at least 3 weeks in advance for scheduled time off. For unscheduled sick time, please complete on your first day back to work. After completing, turn form in to administrative office for approval/denial by your supervisor

**EMPLOYEE SECTION**

Employee Name \_\_\_\_\_

Dates of Requested Leave \_\_\_\_\_

**Hours Requested (insert number of hours):**

\_\_\_\_\_ PTO – Sick Leave

\_\_\_\_\_ PTO – Vacation/Personal Time

\_\_\_\_\_ Time off without Pay (reason) \_\_\_\_\_

\_\_\_\_\_ Bereavement (relationship of deceased) \_\_\_\_\_

\_\_\_\_\_ Jury Duty (copy of summons attached)

\_\_\_\_\_ Administrative Leave (check one) \_\_\_ with pay \_\_\_ without pay

\_\_\_\_\_ **TOTAL HOURS**

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

PAYROLL DEPARTMENT SIGNOFF: \_\_\_\_\_

Name

PTO Balance

Date

SUPERVISOR SIGNATURE :

APPROVED \_\_\_\_\_ Date \_\_\_\_\_

DENIED \_\_\_\_\_ Date \_\_\_\_\_ Reason \_\_\_\_\_

## TEACHER/STAFF DISCIPLINARY REPORT

Student name

Date

Program -

Raise

promotional

credit recovery

time

Teacher/Staff Names

Reason for removal - *Behavior Matrix code(s)*

Describe behavior that resulted in removal from classroom

Consequences given in the classroom:

warnings

deduction of points

Is this a repeated behavior?

YES

NO

OPTIONAL COMMENTS

Sending Teacher/staff signature \_\_\_\_\_

STAFF RESPONSE AND CONSEQUENCES ON BACK

# TPS

## Expulsion Recommendation Form

Student:

Date:

Warning (2 warnings = 1 suspension)

Incident:

NOTE: A parent conference will be required following three (3) suspensions.

Numbers of suspensions to date.

School Personnel

Designee of TPS Governing Board

# TPS

## Recommendation Expulsion Form from Education Service Provider

Student:

Date: \_\_\_\_\_

Date of 1st Major Infraction

Date of 2nd Major Infraction

Description of student behavior leading to request for hearing with TPS Governing Board:

Date of Expulsion:
--------------------

Education Director

Date

# Appendix

## DAILY CLEAN UP CHECKLIST

### Daily Classroom Checklist

Date: \_\_\_\_\_

1. Students pick up around their area.
2. Vacuum room (will be brought to room.)
3. Put trash bag outside classroom door.
4. Shut down computers
5. Push in their chairs

### Daily Building Clean up

Date: \_\_\_\_\_

#### Classrooms and Offices

1. Empty trash cans.

\_\_\_\_\_  
Signature of Person Closing Building  
*\*Located in the policy and procedure notebook\**

\_\_\_\_\_  
Date

## Attachment 19

### Leadership Evaluation Tool(s)

#### Teens Path to Success

#### Administrator Evaluation

Name:		Evaluation for the period:	
Title:			
Supervisor:		Department:	
Title:			

**Directions:** Rate each behavior according to the following scale: (1) Exceeds job requirements, (2) Meets job requirements, (3) Area of concerns, (4) Unsatisfactory

#### The administrator manages faculty staff and finances effectively.

- Delineates personnel responsibility and authority. Rating \_\_\_\_\_
- Practices de-escalation and SAMA procedures. Rating \_\_\_\_\_
- Maintains accurate personnel, student, and financial records. Rating \_\_\_\_\_
- Provides organization, planning, and leadership. Rating \_\_\_\_\_
- Establishes school rules and procedures. Rating \_\_\_\_\_

COMMENTS:

#### The administrator exhibits knowledge of instructional practices.

- Demonstrates knowledge of curriculum. Rating \_\_\_\_\_
- Is familiar with effective teaching techniques. Rating \_\_\_\_\_

- Assists teachers in improving diagnostic and teaching procedures. Rating \_\_\_\_\_
- Sets high expectations for teachers. Rating \_\_\_\_\_
- Organizes faculty meetings which are effective in clarifying problems, reviewing policy, and providing professional guidance. Rating \_\_\_\_\_
- Strives to meet goals and objectives of the school and accomplish improvements. Rating \_\_\_\_\_
- Effectively supervises and evaluates teachers' instructional time to monitor student learning and achievement. Rating \_\_\_\_\_
- Creates a positive school climate conducive to effective teaching and learning. Rating \_\_\_\_\_
- Helps teachers and staff members develop appropriate professional growth plans. Rating \_\_\_\_\_
- Encourages faculty to investigate, evaluate, and share new developments in education. Rating \_\_\_\_\_
- Involves faculty when planning in service activities and trainings. Rating \_\_\_\_\_

COMMENTS:

**The administrator demonstrates positive communication skills with faculty, staff, students, parents, and community.**

- Shows concern for faculty and staff by encouraging open discussion of issues. Rating \_\_\_\_\_
- Communicates school policy to parents and students. Rating \_\_\_\_\_
- Demonstrates effective oral and written communication skills. Rating \_\_\_\_\_
- Exhibits stress tolerance while under pressure. Rating \_\_\_\_\_

COMMENTS :

**The administrator possesses the necessary organizational skills.**

- Prepares effective school organization, including master schedule and logistics. Rating \_\_\_\_\_

- Defines job assignments clearly and equitably for staff and teachers. Rating \_\_\_\_
- Maintains effective support services (guidance, social services, special education, etc.). Rating \_\_\_\_

COMMENTS:

**The administrator follows school policies and procedures.**

- Follows Employee Handbook policies and procedures when evaluating, training, and coaching employees.  
Rating \_\_\_\_
- Follows Student/Parent handbook policies and procedures when holding students accountable for their actions. Rating \_\_\_\_
- Shows equitable treatment to employees and students. Rating \_\_\_\_

COMMENTS:

**Goals for next evaluation period:**

- 
- 
- 

<b>Employee Signature</b>	<b>Supervisor Signature</b>
<b>Date</b>	<b>Date</b>

Employee Comments:



## Attachment 20

### Educator Evaluation Tool(s)

#### The Teacher Skills Checklist

The Teacher Skills Checklist is based on a combination of the research that investigated attributes or qualities of effective teachers. This checklist is designed to help the educator self- identify those areas of teaching and learning in which he or she achieved some degree of proficiency (P) and those areas in which you feel you need to further develop (D). This also allows a means for the evaluator to observe areas of strength and identify opportunities for growth.

Quality	Indicators	Personal Eval.	Observer Eval.
<b>Caring</b>	Demonstrates active listening		
	Shows concern for students' emotional and physical well-being		
	Displays interest in and concern about the students' live outside school		
	Creates a supportive and warm climate		
<b>Fairness and Respect</b>	Responds to misbehavior on an individual level		
	Prevents situations in which a student loses peer respect		
	Treats student equally		
	Creates situations for all students to succeed		
	Shows respect to all students		
<b>Interactions with Students</b>	Maintains professional role while being positive		
	Gives students responsibility		
	Practices principles of SAMA on a consistent basis		
	Values what students say		
	Follows PBIS guidelines		

<b>Enthusiasm</b>	Shows joy for the content material		
	Takes pleasure in teaching		
	Demonstrates involvement in learning activities outside school		
<b>Motivation</b>	Maintains high-quality work		
	Provides students with updated grades on a weekly basis.		
	Provides students with meaningful feedback		
<b>Dedication to Teaching</b>	Seeks professional development		
	Attends scheduled staff and team meetings		
	Serves on a school committee		
	Maintains certification in SAMA		
	Accepts responsibility for student outcomes		
	Finds, implements, and shares new instructional strategies		
<b>Reflective Practice</b>	Knows areas of personal strengths and weaknesses		
	Uses reflection to improve teaching		
	Sets high expectations for personal classroom performance		
	Demonstrates high efficacy		
<b>Classroom Management</b>	Uses consistent and proactive discipline following the behavior matrix		
	Establishes routines for all daily tasks and needs		
	Orchestrates smooth transitions and continuity of classroom momentum		
	Takes attendance every period, every day		
	Multitasks		
	Is aware of all activities in the classroom		

	Takes steps to eliminate anticipated problems		
	Uses space, proximity, or movement around the classroom for nearness to trouble spots and to encourage attention		
<b>Organization</b>	Handles routines tasks promptly, efficiently, and consistently		
	Prepares study guides, pacing guides, and supplemental materials in advance; ready to use		
	Organizes classroom space efficiently		
<b>Disciplining Students</b>	Interprets and respond to inappropriate behavior promptly		
	Implements rules of behavior fairly and consistently		
	Reinforces and reiterates expectations for positive behavior using PBIS		
	Documents the use of appropriate disciplinary measures as outlined on the behavior matrix		
<b>Importance of Instruction</b>	Focuses classroom time on teaching and learning for the entire period		
	Encourages connections with curriculum and instruction to real-life situations of the students		
<b>Time Allocation</b>	Follows a consistent schedule and maintains procedures and routines		
	Handles administrative tasks quickly and efficiently		
	Prepares materials in advance		
	Maintains momentum within and across lessons		
	Limits disruption and interruptions using the behavior matrix guidelines		

<b>Teacher Expectation</b>	Maintains professionalism in dress, demeanor, and language		
	Arrives on time for school and transitions		
	Displays “team player” attitude in dealing with colleagues. Shows willingness to compromise for the student benefit.		
	Follows procedures when using PTO		
<b>Instruction Plans</b>	Carefully links learning objectives and activities		
	Organizes content for effective presentations		
	Explores student understanding by asking questions		
	Considers student attention spans and learning styles when designing instruction		
	Uses supplemental activities with Plato at least one time per unit, where appropriate		
<b>Instructional Strategies</b>	Employs different techniques and instructional strategies, such as hands-on learning when appropriate		
	Teaches a variety of note-taking skills and holds students accountable for using them as part of the course		
	Stresses meaningful conceptualization, emphasizing the student’s own knowledge of the world		
<b>Content and Expectations</b>	Sets overall high expectations toward improvement and growth in the classroom		
	Gives clear examples and offers guided practice		
	Stresses student responsibility and accountability in meeting expectations		

<b>Complexity</b>	Is concerned with having students learn and demonstrate understanding of meaning rather than memorization		
	Holds reading as a priority		
	Includes writing assignment in the course		
	Emphasizes higher order thinking skills		
<b>Questioning</b>	Essential questions reflect type of content, goals of lesson		
	Varies question type to maintain interest and momentum		
	Prepares questions in advance		
	Uses wait time during questioning		
<b>Student Engagement</b>	Attentive to lesson momentum, appropriate questioning, clarity of explanation		
	Varies instructional strategies, types of assignments, and activities		
	Leads, directs, and paces student activities		
<b>Communication</b>	Communicates with parents via email, phone calls, written notes, or in-person		
	Documents parent communication using a log		
	Gives and receives praise and constructive criticism graciously and uses feedback as a tool to improve teaching craft		
	Participates in team and staff meetings by sharing ideas and giving appropriate feedback		
	Consults administration when issues arise		
<b>M on</b>	Targets questions to lesson objectives		

	Updates grades on a weekly basis		
	Gives clear, specific, and timely feedback		
	Re-teaches and retests students who did not achieve mastery and offers tutoring to students who seek additional help		
<b>Responding to Student Needs and Abilities</b>	Suits instruction to students' achievement levels and needs		
	Participates in staff development training		
	Follows IEPs and special services documents		
	Monitors and assesses student progress		
	Knows and understands students as individuals in terms of ability, achievement, learning styles and needs		

## Attachment 23

### Detailed Start-Up Plan for School

January 2017	February 2017	March 2017	April 2017	May 2017	June 2017
<p>27- First meeting with Athens City School (TPS admin team and ACS admin)</p> <p>20- Begin writing charter application (TPS admin)</p>	<p>27- Meeting with Jefferson County Jail (TPS admin team and Jefferson County admin)</p> <p>28 – Meeting with Etowah County Jail (R.White and Chief of Detention)</p>	<p>9 – Meeting with Etowah County Jail (TPS admin team and Etowah Admin)</p> <p>15 - Meeting with Morgan County Jail (TPS admin and Morgan County Admin)</p> <p>30 – Meeting with Rick Carter from ACS. (TPS admin and ACS Admin)</p>	<p>1 – Charter Application due to ACS</p> <p>3-30 – Place phone calls to jails and begin process of enrollment (TPS admin)</p> <p>7-Recruit teachers through advertising (Angie Griffin)</p> <p>17-Begin interviewing staff and hiring(Angie Griffin and TPS admin)</p>	<p>1-31 – Continue process of enrollment (TPS admin)</p> <p>Continue process of recruitment and interviews (TPS admin)</p> <p>Meeting to select board members (K. Lee)</p>	<p>1-30 – Continue process of enrollment (TPS admin)</p> <p>Continue process of recruitment and interviews (TPS admin)</p> <p>1-Board members are are selected (K. Lee)</p> <p>First board meeting (TPS admin and board members)</p> <p>11-14 National Charter School Conference in Washington, DC. (TPS Admin)</p>

<b>July 2017</b>	<b>August 2017</b>	<b>September 2017</b>	<b>October 2017</b>	<b>November 2017</b>	<b>December 2017</b>
1-30 – Continue process of enrollment (TPS admin)	1-30 – Continue process of enrollment (TPS admin)	1-30 – Continue process of enrollment (TPS admin)	1-30 – Continue process of enrollment (TPS admin)	1-30 – Continue process of enrollment (TPS admin)	1-30 – Continue process of enrollment (TPS admin)
7- Deadline for teacher hiring (TPS admin)	1-4- Professional Development (J. Bellman and TPS admin)	Monthly Board Meeting - TBD	16- Professional development (J. Bellman and TPS admin)	Monthly Board Meeting - TBD	Monthly Board Meeting - TBD
10-14-Create master schedule (TPS Admin)	7- First day of school (All)		Monthly Board Meeting - TBD		
24-28 and 31- Professional Development (J. Bellman and TPS admin)	Monthly Board Meeting - TBD				
Monthly Board Meeting - TBD					



## **Attachment 24**

### **School Transportation Plan**

TPS will not be providing transportation, food services, or auxiliary services to students. The students will receive educational services at the facility where they are being held, alleviating the need for transportation. Food services will be provided by the county.

## **Attachment 25**

### **School Insurance Coverage Including Description and Levels of Coverage**



## CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

01/30/2017

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

**IMPORTANT:** If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

<b>PRODUCER</b> Fountain, Parker, Harbarger & Associates, LLC. 201 Washington Street Huntsville, AL 35801 Mark P. Harbarger	<b>CONTACT NAME:</b> Mark P. Harbarger <b>PHONE (A/C, No. Ext):</b> 256-551-0060 <b>E-MAIL ADDRESS:</b> mharbarger@fphins.com	<b>FAX (A/C, No):</b> 256-534-2042
	<b>INSURER(S) AFFORDING COVERAGE</b>	
<b>INSURED</b> Pinnacle Behavioral Health Inc DBA The Pinnacle Schools 500 Governors Drive Huntsville, AL 35801	<b>INSURER A:</b> National Union Fire Ins. Co.	<b>NAIC #</b>  35378 23809
	<b>INSURER B:</b> The Sheffield Fund	
	<b>INSURER C:</b> Evanston Insurance Company	
	<b>INSURER D:</b> Granita State Insurance Co.	
	<b>INSURER E:</b>	
<b>INSURER F:</b>		

## COVERAGES

CERTIFICATE NUMBER:

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.


INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
D	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> Professional GEN'L AGGREGATE LIMIT APPLIES PER <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER			29-LX-066415182-0	01/23/2017	01/23/2018	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMPI/OP AGG \$ 3,000,000 Emp Ben. \$ 1,000,000
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO ALL OWNED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS			29-CA-048192784-0	01/23/2017	01/23/2018	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> EXCESS LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS-MADE DED <input checked="" type="checkbox"/> RETENTION \$ 10000			29-UD-016699236-0	01/23/2017	01/23/2018	EACH OCCURRENCE \$ 1,000,000 AGGREGATE \$ 1,000,000
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH)	Y/N	N/A	600-2016-20949-00	01/01/2017	01/01/2018	PER STATUTE OTH-ER
C	If yes, describe under DESCRIPTION OF OPERATIONS below			3EE6135	01/01/2017	01/01/2018	E L EACH ACCIDENT \$ 1,000,000 E L DISEASE - EA EMPLOYEE \$ 1,000,000 E L DISEASE - POLICY LIMIT \$ 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Workers Compensation is subject to the provisions of the Alabama Workers Compensation Law. Professional Liability Coverage Included

## CERTIFICATE HOLDER

## CANCELLATION

Pinnacle Behavioral Health, Inc. 500 Governors Drive Huntsville, AL 35801	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE 

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5 Year Budget Narrative

	A	B	C	D	E	F	G
<b>1</b>	<b>Projected Budget Attachment 26</b>						
<b>2</b>	<b>Category</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Description of Assumptions</b>
<b>4</b>	<b>Summary</b>						
5	Total Revenue	\$3,430,000	\$3,920,000	\$4,410,000	\$4,900,000	\$5,390,000	Based on growth of 50 students per year over the five year projected period.
6	Total Expenses	\$3,430,000	\$3,920,000	\$4,410,000	\$4,900,000	\$5,390,000	
7	Net Income	\$0	\$0	\$0	\$0	\$0	After Expenses and Reserve/Contingency budgeting there is an assumption of no Net Income.
8	Revenues Per Pupil	\$9,800	\$9,800	\$9,800	\$9,800	\$9,800	
9	Expenses Per Pupil	\$9,800	\$9,800	\$9,800	\$9,800	\$9,800	
10							
11							
<b>12</b>	<b>Enrollment Projections</b>						
13	Number of Students	350	400	450	500	550	Projected Enrollment
14							
15							
<b>16</b>	<b>Revenue</b>						
17	Local Taxes	\$1,406,300	\$1,607,200	\$1,808,100	\$2,009,000	\$2,209,900	Amount of per pupil is \$4,018 is based on Athens City Schools PPE Allocation.
18	Local Support - Non-Tax	\$0	\$0	\$0	\$0	\$0	Currently, we assume no grants or donations.
19	State Revenue	\$1,715,000	\$1,960,000	\$2,205,000	\$2,450,000	\$2,695,000	Amount per pupil is \$4,900 based upon Athens City Schools PPE Allocation.
20	Federal Revenue	\$308,700	\$352,800	\$396,900	\$441,000	\$485,100	Amount of per pupil is \$882 based on Athens City Schools PPE Allocation.
21	<b>Total Revenue</b>	<b>\$3,430,000</b>	<b>\$3,920,000</b>	<b>\$4,410,000</b>	<b>\$4,900,000</b>	<b>\$5,390,000</b>	
22							
<b>23</b>	<b>Expenses</b>						
24	<b>Staffing</b>						
25	Finance Director	\$55,000	\$56,650	\$58,350	\$60,100	\$61,903	Assumes no turn-over or personnel over the five year period. Any new teacher personnel would be brought on-board at the starting rate of \$40,000 per annum. Assumes Averages in performance pay raise of 3% per year performance except for final year. Director staff Assumes Averages in performance pay raise of 5% per year amount in final year. Reports Directly to the Governing Board on Financial Matters. Maximum salary compensation for this position is \$55,000 beyond five year period dependent upon enrollment. Assumes beginning salary compensation of \$40,000 per annum. Averages in 3% pay raise per year. Maximum salary compensation in this position is \$55,000 beyond five year period dependent upon enrollment.
26	Guidance Counselor	\$45,000	\$46,350	\$47,741	\$49,173	\$50,000	
27	Total Administrative Staff Personnel Cost	\$100,000	\$103,000	\$106,090	\$109,273	\$111,903	
28	Instructional Personnel Costs						
29	Teachers (10)	\$400,000	\$400,000	\$400,000	\$412,000	\$412,000	
30	Total Instructional Personnel Costs	\$400,000	\$400,000	\$400,000	\$412,000	\$412,000	



5 Year Budget Narrative

	A	B	C	D	E	F	G
2	Category	Year 1	Year 2	Year 3	Year 4	Year 5	Description of Assumptions
31	Non-Instructional Personnel Costs						Averages in 3% pay raise per year for each position except Assistant Technology Director between years 4 and 5.
32	Accounting Personnel	\$30,000	\$30,900	\$31,827	\$32,782	\$33,765	Potentially a Part-time Position.
33	Administrative Assistant	\$31,000	\$31,930	\$32,887	\$33,873	\$35,000	Maximum salary compensation in this position is \$40,000 beyond five year period dependent upon enrollment.
34	Assistant Technology Coordinator	\$43,000	\$44,290	\$45,619	\$46,987	\$48,397	Position reaches maximum salary compensation in year 4.
35	Enrollment Specialist	\$38,000	\$39,140	\$40,314	\$41,524	\$42,000	Position reaches maximum salary compensation in year 5.
36	Total Non-Instructional Personnel Costs	\$142,000	\$146,260	\$150,647	\$155,166	\$159,162	
37	<b>Total Personnel Costs</b>	\$642,000	\$649,260	\$656,737	\$676,438	\$683,065	
40	<b>Payroll Taxes and Benefits</b>						Includes estimated fringe benefits rate of 28%.
41	Fringe Benefits of 28%	\$179,760	\$181,793	\$183,886	\$189,403	\$191,258	Includes taxes, insurance, and teacher retirement system.
42	<b>Total Personnel, Tax &amp; Benefit Expenses</b>	\$821,760	\$831,053	\$840,623	\$865,841	\$874,323	
43	<b>Contracted Services</b>						
44	Projected Education Service Provider Contract Costs	\$2,192,000	\$2,684,000	\$3,082,000	\$3,556,800	\$3,978,000	Contract with Education Service Provider to cover the cost of administrative/executive services, consulting/finance services, business operation services, additional teacher and therapeutic staffing, marketing/communications services, technology management.
45	<b>Total Contracted Services</b>	\$2,192,000	\$2,684,000	\$3,082,000	\$3,556,800	\$3,978,000	
46	<b>School/Facility Operations</b>						Any unused funds in the following categories would be allocated to the contingency fund of the school, the hiring of additional personnel, or additional contracted services as may arise.
47	Classroom Supplies and Teaching Materials	\$6,500	\$6,500	\$6,500	\$6,500	\$6,500	\$500 per teacher allocation
48	Technology Equipment	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	For computer components or replacement for school, students, and staff or other technology costs as may arise.
49	Office Space Rent	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	The administrative members of the TPS Charter School will need to lease space for staff. This figure includes rental of such space and utilities.
50	Office Expenses	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	Expenses that may be incurred for upkeep of office equipment and other costs as may arise.

5 Year Budget Narrative

	A	B	C	D	E	F	G
2	Category	Year 1	Year 2	Year 3	Year 4	Year 5	Description of Assumptions
51	Equipment for Outside Facilities	\$20,000	\$25,000	\$25,000	\$25,000	\$25,000	These funds are to cover any expenses that may be incurred within the outside facilities in which TPS Charter School operates. These expenses may include but are not limited to any preparation of the educational site that may be necessary for class to be held successfully.
52	Insurance	\$32,000	\$32,000	\$32,000	\$32,000	\$32,000	Amount based on first year insurance cost. Amount may decrease over time.
53	Annual Internal Audit	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	
54	Staff Travel	\$10,000	\$15,000	\$20,000	\$20,000	\$20,000	This amount will cover the cost of the travel of staff considering the distance between facilities in which the Charter will operate.
55	Professional Development	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	
56	Student Services	\$0	\$10,000	\$15,000	\$20,000	\$25,000	
57	Legal Services	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	
58	<b>Total School/Facility Operations</b>	\$188,500	\$208,500	\$218,500	\$223,500	\$228,500	
59							
60	<b>Athens City School Funding Flow-Through</b>	\$102,900	\$117,600	\$132,300	\$147,000	\$161,700	Money retained by Athens City Schools.
61	<b>Total Expenses</b>	\$3,305,160	\$3,841,153	\$4,273,423	\$4,793,141	\$5,242,523	
62	<b>Reserves/Contingency</b>	\$124,840	\$78,847	\$136,577	\$106,859	\$147,477	
63	Total Reserves/Contingency	\$124,840	\$203,687	\$340,264	\$447,123	\$594,599	Plan to build a reserve fund ( 2 months of operating expense according to year 5 assumptions).
64	Total Expenses after Reserves/Contingency	\$3,430,000	\$3,920,000	\$4,410,000	\$4,900,000	\$5,390,000	
65							
66	<b>Year 1 Cash Flow Contingency</b>						
67	<b>Action 1:</b> Reduction of teaching staff, materials, office space or supplies as needed to reflect actual student enrollment.		Potential Savings Examples:				
68			Reduction of New Guidance Counselor=\$62,544				
69			Elimination of Teaching Supplies=\$6,500				
70			50% Reduction for Equipment to Outside Facilities=\$10,000				
71							
73	<b>Action 2:</b> Reduce Professional Development budget by 50%, staff travel budget by 50%, Reduce Equipment to Outside Facilities budget by 50%, and Technology Fund by 50%.		Potential Savings: \$27,500				
75	<b>Action 3:</b> Renegotiate Business Maintenance Contract to reflect actual student enrollment.		Potential Savings: \$100,00-\$150,000+				
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5 Year Budget Narrative

	A	B	C	D	E	F	G
2	Category	Year 1	Year 2	Year 3	Year 4	Year 5	Description of Assumptions
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	A	B	C
1	<b>Projected Budget Start-Up Month Attachment 26</b>		
2	<b>Category</b>	<b>Year 1</b>	Description of Assumptions
3	<b>Summary</b>		
4	Total Revenue	\$285,833	Assumes enrollment of 350 and first year funding reached.
5	Net Income	\$0	
6	<b>Expenses</b>		
7	<b>Staffing</b>		
8	Finance Director	\$4,584	First month of salary for position.
9	Guidance Counselor	\$3,750	First month of salary for position.
10	<b>Administrative Staff Personnel Costs</b>	<b>\$8,334</b>	
11	<b>Total Administrative Staff Personnel Cost</b>		
12	<b>Instructional Personnel Costs</b>		
13	Teachers (10)	\$33,333	First month teacher salaries once Charter begins.
14	<b>Total Instructional Personnel Costs</b>	<b>\$33,333</b>	
15	<b>Non-Instructional Personnel Costs</b>		
16	Administrative Assistant	\$2,583	First month of salary for position.
17	Accounting Personnel	\$2,500	First month of salary for position.
18	Assistant Technology Coordinator	\$3,583	First month of salary for position.
19	Enrollment Specialist	\$3,167	First month of salary for position.
20	<b>Total Non-Instructional Personnel Costs</b>	<b>\$11,833</b>	
21	<b>Total Personnel Costs</b>	<b>\$53,500</b>	
22	<b>Benefits</b>		
23	Fringe Benefits of 28%	\$12,646	First month fringe benefit cost.
24	<b>Total Personnel, Tax &amp; Benefit Expenses</b>	<b>\$66,146</b>	
25	<b>Contracted Services</b>		



	A	B	C
26	Projected Education Service Provider Contract Cost	\$120,585	One month of payment to Education Service Provider.
27	<b>Total Contracted Services</b>		
28	<b>School/Facility Operations</b>	\$120,585	
29	Classroom Supplies and Teaching Materials	\$542	First month disbursement of classroom instructional funds to teachers.
30	Technology Equipment	\$5,000	First month estimate of costs based on overall budgeted monies.
31	Office Space Rent	\$2,500	First month rent for personnel office space.
32	Office Expenses	\$1,666	First month estimate of costs based on overall budgeted monies.
33	Equipment for Outside Facilities	\$1,666	First month estimate of costs based on overall budgeted monies.
34	Insurance	\$2,666	Estimated cost for first month.
35	Staff Travel	\$2,000	Estimated cost for first month.
36	Professional Development	\$416	Estimated cost for first month.
37	Legal Services	\$8,000	Estimated cost for first month.
38	<b>Total School/Facility Operations</b>	\$24,456	
39	<b>Total Expenses</b>	\$90,602	
40	<b>Reserves/Contingency</b>	\$195,231	
41	<b>Start-Up Cash Flow Contingency</b>	\$195,647	
42			
43	<b>Action 1: Hire 2 fewer teachers or based on enrollment</b>	Potential Savings:\$8,223	
44	<b>Action 2: Make first payment to Education Service Provider a partial 50% payment.</b>	Potential Savings:\$60,293	

	A	B	C
45	Action 3: Hire Administrative Assistant, Assistant Technology Coordinator, and Enrollment Specialist in September or October.	al Savings: \$	Based on two months of salaries and benefits for all positions.
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