

IX. MEASURES OF PERFORMANCE AND QUALITY OF SERVICES

B. Pegasus Schools, Inc. will take the appropriate actions within the time frame specified by TJJD to correct any deficiencies if they should occur.

C. Pegasus Schools, Inc. currently monitors, and will continue to monitor, the day to day operation of the program and will correct any and all deficiencies if they should occur.

D. Pegasus Schools, Inc. is willing to monitor the activities of all to ensure compliance with the applicable requirements and achievement of performance goals.

E. Pegasus Schools, Inc. currently meets an Acceptable Quality Level (AQL) by meeting and enforcing all of the Minimum Standards for General Residential Operations as described in the standards set forth by the Texas Department of Family and

TJJD RFP 644-14-122313

Protective Services Licensing Division. Pegasus Schools, Inc. is also monitored and meets compliance with all of our contracted County Juvenile Probation Departments. Pegasus is also Title IV-E compliant and eligible. Pegasus also follows and meets all treatment indicators as set forth by Youth for Tomorrow and we have achieved 100% compliance with not one single treatment indicator missed for 14 straight years.

G. Pegasus Schools, Inc. and Trinity Charter School will allow the TEA, United States Department of Education, and other state agencies to monitor education practices for youth in Texas to have access to records and observation of program

I. Policy

Residents of Pegasus School are provided a social services program that makes available a range of resources appropriate to the needs of juveniles, including individual, group, and family counseling; drug and alcohol education; and sex offender/offender treatment. The program provides a structured, secure environment wherein the adolescent sex offender/offender can effectively address social deficits, emotional and psychological problems, develop respect for rules and authority, and develop appropriate behavioral dynamics which allow for successful transition to a less restrictive environment. The program is reality based and rooted in the notion that all individuals are responsible for their own behavior. The program is delivered in both group and individual format.

II. Definitions

None

III. Procedure

Pegasus School staff identifies the collective service needs of the juvenile population at least annually. Special programs are provided to meet the needs of juveniles with specific types of problems. The Pegasus School counseling program consists of and emphasizes the following elements:

A. Adolescent Offender Core

The core program provides the basic framework around which all elements of the Pegasus School counseling program are built. The Program is delivered in a group format and emphasizes the Family Therapy, Defensive Thinking Errors, Offense Cycle and Aftercare Therapy. The central theme of the Program is to emphasize individual accountability for behavior, develop victim empathy, reinforce pro-social values, and develop a plan for successful transition to a less restrictive environment.

B. Chemical Dependency

A Chemical Dependency Education program and substance abuse counseling is available providing a range of resources appropriate to the needs of juveniles, including individual, group, and family counseling; drug and alcohol education; and special offender treatment. Social services personnel share relevant information and coordinate their efforts with appropriate facility juvenile caseworkers. The Chemical Dependency program is offered for all residents at Pegasus School for whom it is a treatment issue. The program is overseen by the Program Director.

C. Mental Health

Residents have access to mental health counseling and crisis intervention services in accordance with their needs. Each resident placed at Pegasus School is assessed for mental health needs. Mental Health counseling will be provided by Pegasus School in accordance with that need. Resident mental health counseling needs are the responsibility of the Resident Therapist. The consulting psychiatrist will assess all residents to determine appropriateness of placement and evaluate and assess resident medical needs.

D. Crisis Intervention or Emergencies

Staff members are available to counsel residents at their request; provision is made for counseling residents on an emergency basis.

E. Family Counseling

1. Family counseling will be made available to the residents of the Pegasus School and will include all family members able to attend.

IV. Authorization

Questions or suggestions regarding this policy should be addressed to the Program Director or Chief Executive Officer.

This policy is reviewed annually and updated as necessary.

APPROVAL: _____
Robert Ellis, CEO

DATE: _____

Training requirements and restraint techniques

- A. Employees will be giving an overview of the juvenile justice system and the juvenile correctional facility system.
- B. Security procedures including monitoring all residents of all times 24 hours a day seven days a week residents must be in eyesight of staff, residents of areas are checked regularly, residents are checked when coming back from outing. Staff will communicate as needed with administrators for any high risk residents such as suicidal, attempted to run away, run away, danger to self or others as to what steps need to be taken.
- C. Supervision procedures include all residents to be monitored 24 hours a day seven days a week with a 5 to 1 ratio during waking hours and a 16 to 1 ratio during sleeping hours. Staff will follow current policies regarding regular supervision of residents, close observation and one on one observation.
- D. The staff are trained in suicidal risk and suicidal precautions and suicidal ideation and is this pertains to Pegasus policy and procedures regarding suicidal behavior.
- E. Pegasus staff are trained initially and yearly on recognizing the signs and symptoms of abuse assault and neglect and the exportation of a child including sexual abuse and sexual assault and how to report this. Initially staff are trained in compliance with a TDFPS training, When to report and how to report in addition to the Abuse Prevention System training.
- F. Staff will be trained in child development by using the Trust Based Relational Intervention training in addition to child development training provided by clinical department here at Pegasus.
- G. Pegasus staff will review and follow the TJJD rules and regulations as pertaining to the use of force.
- H. Pegasus staff will use the appropriate emergency behavior intervention techniques as prescribed by a Crisis Prevention Institute and will follow all guidelines as directed by Minimum Standards of TDFPS.
- I. Pegasus is currently in the development of following all PREA standards as pertaining to all our facility.
- J. Pegasus staff are trained in all the rights and responsibilities of the children in custody of TJJD and TDFPS.
- K. Pegasus staff are trained and developing a professional relationship with the residents and their charge through Crisis Prevention Institute training and through Trust Based Relational Intervention.
- L. Pegasus staff work with residents and their charge to develop pro social and cultural lifestyles of the children through Preparation for Adult Living classes and life skill classes.
- M. All Pegasus staff are trained in first aid and CPR initially and every two years as required by American heart association or American red cross.
- N. Pegasus staff are trained in care based group counseling and trained in therapy packet used by residents.
- O. Conflict resolution dispute mediation and de-escalation techniques are all part of the Pegasus emergency behavior intervention techniques which consist of 16 hours initially and at minimum of 8 hours annually.
- P. Behavior management training consist of emergency behavior intervention training, conflict resolution, positive listening skills, cognitive behavior therapy, facing conflict with confidence training, the use of natural logical consequences in the many others.

Tab 8-F

Training requirements and restraint techniques

- Q. The Pegasus staff were trained in a variety of mental health issues such as depression, bipolar, conduct disorder, oppositional defiant, attention deficit disorder, autism spectrum disorders and many others.
- R. Pegasus staff are trained yearly in employees' rights, employee discrimination, and sexual harassment in addition to HIPPA.
- S. Pegasus staff are trained in developmental and social understanding for males including developmental milestones for male's sexual education and building and healthy relationships through the Trust Base Relational Intervention and through staff training to aggressiveness, depression, team building, channeling excess of energy and promoting positive behavior.
 - aa. Each employee receives 16 hours of emergency behavior intervention training and 4 hours of CPR and first aid, abuse prevention training, went to report, psychotropic medication training, de-escalation techniques and childcare 101 training prior to 40 hours of observation.
 - bb. All staff will be made aware of TJJD rules and that regulations regarding its residents.
 - cc. All emergency behavior intervention techniques used are the ones listed by Crisis Prevention Institute and include but not limited to the team transport position, the children's control position, and the team control position. Pegasus staff are also trained and the risk of restraining related positional asphyxiation and restraint related injuries.
 - dd. All Pegasus staff are certified through a qualified what Crisis Prevention Institute Instructor prior to staff starting 40 hours observation training.
 - ee. Pegasus staff were trained in behavior modification through cognitive behavior therapy, peer based group counseling, natural logical consequences, facing conflict with confidence training. Theses training are held annually.

I. PURPOSE

To establish uniform procedures for obtaining medical and dental services for residents of Pegasus School.

II. POLICY

It is the policy of Pegasus School that all residents entrusted to the care of Pegasus School shall receive appropriate medical and dental care. Failure to provide appropriate medical and dental care shall be deemed neglect.

III. PROCEDURE

A. Medical Services

1. Pegasus School does not employ medical personnel. However, it is the responsibility of all Pegasus School personnel to ensure that appropriate medical care is received by all residents.
2. The following medical agencies/personnel have agreed to provide access to residents of Pegasus School:

Dr. Randall Kirtley
300 S.Commerce Suite B.
Lockhart, Texas 78644
(512) 398-2331

Texas Dept. of State Health Services
Terry Fitzgerald.
1400 F.M. 20 East
Lockhart, TX 78644
(512) 398-7105

Texan Eye Care
85 Loop 150 W.
Bastrop, TX 78602
(512) 303-7300

William Howard, PhD
Cedar Creek Assoc.
101 Uhland Road
San Marcos, TX 78666
(512) 396-8540

Dr. Cesar A.Tomasino
2034 Babcock Road
San Antonio, TX 78229
(210) 436-0850

Dr. Ziba Rezaee
117 Sebastian's Run
Austin, TX 78738
(512) 567-3390

Central Texas Medical Center
1305 Wonder World Dr.
San Marcos, Texas 78666
(512) 353-8979

Seton Lockhart Center
300 S. Colorado
Lockhart, TX 78644
(512) 376-9690

Brackenridge Children's Hosp.
601 East 15th Street
Austin, TX 78701
(512) 324-7000

City of Lockhart EMS
214 Bufkin Lane
Lockhart, TX 78644
911 Emergency Phone
(512) 398-7320

B. PHYSICAL EXAMINATIONS

1. All residents of Pegasus School shall have a complete physical examination prior to admission.
2. All residents of Pegasus School shall have at least one physical examination annually.
3. Special examinations, defined as those involving injury or disease, visual, aural, or dental may be authorized by the placing agency or family. Payment for special examinations shall be the responsibility of the placing agency or the family.

C. EMERGENCY MEDICAL SERVICES

1. All residents shall receive emergency medical services if the need arises **without special authorization.**
2. The Administrator shall be notified immediately in the event of any acute illness or injury.
3. In the event that emergency hospitalization is required, residents shall be admitted to Central Texas Medical Center, San Marcos, Texas, or Breckenridge Hospital in Austin, Texas upon the recommendation of any attending physician.
4. In circumstances necessitating special medications (PRN prescribed), the Medical Case manager shall notify the physician in order to protect residents from dangerous impulses. All medications administered to residents shall be authorized and prescribed by a physician.
5. In the event that a resident requires medical treatment to alleviate chronic injury or disease, the Medical Casemanager shall consult with the placing agency or family. Residents may be discharged from

Pegasus School at the request of the agency or family or, if after appropriate consultation with medical authority it is determined that appropriate treatment cannot be provided by Pegasus School.

D. INOCULATIONS

1. The Administrator shall be responsible for ensuring that all staff members have appropriate inoculations. The Medical Casemanager shall be responsible for ensuring that all residents have appropriate inoculations.
2. Residents shall have a current inoculation record prior to admission to Pegasus School. The placing agency or family shall be responsible for ensuring that pre-placement inoculations are current.

E. DEATH OR SERIOUS INJURY

1. In the event of serious injury or disease, or in the event of the death of a resident, appropriate medical personnel shall be notified immediately by the Core Staff/Supervisor on duty.
2. The Core Staff/Supervisor on duty shall notify the Administrator . The Administrator shall, in turn, notify the Program Director and Executive Director. The Program Director shall immediately contact the placing agency or the family.
3. The Administrator shall notify the TDFPS licensing representative as soon as practical in accordance with standards.
4. All Pegasus School personnel shall cooperate fully with the placing agency, family, TDFPS representative, or any other investigative agency.

F. CONTAGION

1. Contagion is defined as a serious disease which may require isolation or quarantine.
2. In the event that a resident or staff member becomes afflicted with a contagious disease, a physician, Administrator, and Chief Executive Officer. shall be notified immediately. Upon recommendation of the physician, the resident or staff member shall immediately be isolated.

3. Upon recommendation of competent medical authority, residents shall be hospitalized and the County Health Department shall be notified.

IV. AUTHORIZATION

Questions or comments regarding this policy shall be directed to the Chief Executive Officer.

APPROVED: _____ DATE: _____
Robert Ellis, CEO

Educational Services

1. Trinity Charter School is a TEA fully accredited public school. Trinity Charter School provides a full day of instruction with 360 minutes in the instructional day and is a year round school. All our teachers are highly qualified according to state and federal guidelines to teach their particular subjects. Our class sizes are small and we follow the state curricula for all subject areas. We also participate in the state-mandated assessments, and our students leave with subject-specific credits (if they are in high school) or grade credit (if they are in middle school). We have programs that provide individual accelerated instruction if students are struggling in reading or math. We also will implement a computer based program for credit recovery through PLATO if students are behind in credits. Many of our students come to us years behind in school and leave us on track, due to our individualized educational plans for our students.
2. The mission of Trinity Charter School-Pegasus is to educate and empower students to transform and reclaim their lives. At Trinity Charter School students are afforded the opportunity to achieve academic success and learn appropriate social skills in a safe, structured, therapeutic learning environment.
3. Students follow a traditional public school schedule and attend classes on an A/B block with 4 classes each school day with the opportunity to earn credits in 6 classes. There are 180 instructional days in the school year.
4. Students participate in number of community service activities when school is not in session due to a holiday.
5. Educational services are provided on site. Trinity Charter School has 4 Educational buildings separate from the facility and specially used for the education of our students. Each building has a computer lab where students visit to incorporate technology into their learning. Students who participate in special programs, such as special education, 504, RTI, as well as ESL are provided these services by highly qualified teachers in a classroom setting. Each classroom has their own library with age appropriate books and specific to the male population. The student to teacher ratio is 12 to 1 and each classroom has a behavioral support specialist that is available during the school day to assist the teacher with classroom instruction and one on one help for the students.
6. We provide GED preparation on-site for students who are interested in getting their GED through our PLATO program which is an online self-paced program and the students are prepped to take the test when they leave the facility. While students are enrolled with Trinity Charter School they are all working towards their high school diploma with the option to prep for GED.

PEGASUS SCHOOL
SUBJECT: Meal Preparation
DATE: October 14, 2004

POLICY 200.08

I. PURPOSE

To establish a policy outlining requirements for preparation of meals.

II. POLICY

Meals shall be prepared in a clean, hygienic environment and shall allow for proper nutrition, as established by prepared menus.

III. PROCEDURE

1. Meal menus shall be prepared and distributed to each Pegasus School campus by the USDA Representative and in accordance with USDA guidelines.
2. Food necessary to follow the prepared menus shall be purchased in sufficient quantity to allow meals for residents and on-duty staff.
3. No special menu for staff shall be permitted.
4. Staff shall ensure that food waste is kept to a minimum.
5. The USDA Representative shall ensure that all requirements are met and procedures followed for the National School Lunch Program. The USDA Representative shall also be responsible for the maintenance of all required documentation for this program.

The USDA Representative shall be responsible for the preparation for Meal Production Records, etc. and shall forward these documents in a timely manner.

IV. AUTHORIZATION

Questions or comments regarding this policy shall be directed to the Chief Executive Officer.

APPROVED: _____ DATE: _____
Robert Ellis, CEO

Tab 8-K, L

PEGASUS SCHOOL
SUBJECT: Resident Grievance Process
DATE: October 14, 2004

POLICY 400.09

I. Policy

All Pegasus School residents will have access to grievance forms to fill out in the event they feel they have a legitimate complaint. All grievances that are turned in will be addressed by the Administrator or his designee.

II. Procedure

- A. All residents will have access at any time to obtain a residents grievance form. The grievance forms will be made available by having them placed in a convenient, visible, and easily accessible area in each dorm.
- B. After obtaining the grievance form, the resident shall be offered an appropriate time in which the daily schedule of the campus is not disrupted to complete the grievance form.
- C. After completing the grievance, the resident is encouraged to process with the staff on which the grievance is written. This processing will include the "why sandwich" problem solving technique between the resident and the staff member. If the resident feels that the grievance has been solved between himself and the staff member, then the resident may choose to not turn in the grievance to Administration. If the resident still feels that the grievance needs the attention of an Administrator after processing with the staff member, then he may turn it in to Administration. *Under no circumstances will a resident be forced to process with any staff or be given any type of consequence for writing a grievance on any staff. In addition, no resident shall be forced to turn in a grievance if he chooses not to.*
- D. Any staff member who directly interferes with the resident grievance process as described in this Policy shall be subjected to disciplinary action, up to, and including, termination of his/her employment with Pegasus School.
- D. After the resident has completed the grievance, he may turn it in to Administration by placing it into the grievance box located in the kitchen. This grievance box is a locked box that only Administration has a key to. *Absolutely no written grievances should be turned in to any staff member. All written grievances should be placed in the locked grievance box.*

Tab 8-N

- E. All grievances placed into the grievance box will be reviewed by an Administrator and handled accordingly. All grievances will be kept on file in the Administrator's office for review when needed.

III. Authorization

Questions regarding this policy and/or recommendations for revision should be directed to the Administrator and/or Program Director.

This policy is reviewed annually and updated as needed.

APPROVED: _____ DATE: _____
Robert Ellis, CEO

I. PURPOSE

To establish a policy outlining the handling of resident monies.

II. POLICY

Pegasus School shall maintain all resident monies in a manner designed to ensure safety and accessibility by each resident.

III. PROCEDURE

1. Residents are required to turn all monies received in to the Administrative Secretary.
2. The Administrative Secretary shall immediately provide the resident with a receipt for all monies turned in.
3. The Administrative Secretary shall initiate a log sheet showing the amount of monies turned in and shall be responsible for maintaining a current balance.
4. Each entry on the log sheet shall be initialed by the Administrative Secretary and the resident.
5. As a resident requires money for activities, he shall request that the amount required/desired be deducted from his total funds. The Administrative Secretary shall make the required notations on the resident's log sheet.
6. Under no circumstances are residents to have more than \$100.00 maintained on campus. In the event that a resident receives more than this amount, it shall be addressed by the Administrator.
7. The Administrator shall periodically audit resident log sheets to ensure that resident monies are being maintained appropriately.

IV. AUTHORIZATION

I. Policy

There are many interventions available to the staff of the Pegasus School which will allow for effective supervision and control of residents within the facility. Inherent in these interventions is the establishment of policy creating a system of rewarding positive behaviors on the part of residents while discouraging negative behaviors. All personnel who work with residents receive sufficient training in behavior management techniques.

II. Definitions

Rules and Consequences:

A listing of specific behaviors which are prohibited and for each of which a specific consequence is applied in an attempt to discourage repetition.

Positive Peer List:

Residents who have earned privileges in the Pegasus School program are included on the Positive Peer List. Residents earn their way onto the Positive Peer List by exhibiting positive behaviors and working hard in therapy. Participation in all activities as well as all privileges are connected to the Positive Peer List.

Level System:

(Freedom Program Only)

The purpose of the level system is to provide a guideline for the residents to see where their goals behaviors, expectations and program rules are being met on a daily basis. The level system consists of levels 1,2,3,4, and 5. Level 1 being the highest level and Level 5 being the lowest. Within each level there are three (3) colors: green, yellow, and red.

Intervention Hierarchy:

A procedure used to address behavior which is in violation of expectations and intended to inform a resident that he is violating a rule for which a consequence could be applied.

III. Procedure

Signed acknowledgment of receipt of the rule book is maintained in the resident's file. When a literacy or language problem prevents a resident from understanding the rule book, a staff member or translator assists the resident in understanding the rules. Staff will insure that new residents are familiar with the rules and consequences.

B. Positive Peer List

Residents who have earned privileges in the Pegasus School program are included on the Positive Peer List. Residents earn their way onto the Positive Peer List by exhibiting positive behaviors and working hard in therapy.

Why is it important?

Participation in all activities as well as all privileges are connected to the Positive Peer List.

What must residents do to earn the Positive Peer List?

To be included on the Positive Peer List residents must:

1. Have positive interactions with all others, be helpful, courteous, and respectful to both peers and adults.
2. Show positive participation in therapy, be honest, work hard on issues, and help the group move forward.
3. Have positive participation in the overall program, including therapy groups, school, chores, work projects, etc.

Who determines which residents are included on the positive Peer List?

Resident Therapist and Core Staff/Supervisor

When can a resident be added to the Positive Peer List?

At Aztec, residents are reviewed twice weekly on Tuesday and Friday.

At Comanche, residents are reviewed twice weekly on Tuesday and Friday.

At Tejas, residents are reviewed once a week on Monday.

At Lakota, residents are reviewed once a week on Friday.

At Phoenix, residents are reviewed twice weekly on Monday and Friday.

At Apache, residents are reviewed once a week on Wednesday.

At Cherokee, residents are reviewed once a week on Tuesday.

Who can remove a resident from the Positive Peer List?

Any member of the P.P.L. Committee (Administrator, Program Director, Resident Therapist, or Core Staff).

D. Intervention Hierarchy

There are written guidelines for informally resolving minor resident behaviors.

There are several interventions which allow staff to respond to problem behaviors without the necessity of initiating specific behavioral interventions. Non-disciplinary interventions should, whenever possible, be attempted prior to formal intervention in the form of consequences. In all cases, intervention by staff begin with the least restrictive measure as determined by the situation. Interventions by staff at the Pegasus School include the following and are to be utilized in the order presented:

1. Verbal Reminder
2. Redirection (Warning)
3. Time Out (Break)
4. Consequence Hours/Color drop
5. Removal from Positive Peer List/level drop

The behavior of the resident will determine the level of intervention required. Only that intervention required to bring a resident's behavior under control is to be used by Pegasus School personnel. Staff should be mindful that staff and resident safety are of paramount importance in the disciplinary process.

E. Application of Consequences

In all cases, when a consequence is applied for a violation of facility rules, the resident will be advised of the rule violated, the consequence to be applied, and he will have the opportunity to explain the behavior leading to the consequence. This includes both minor and major rule violations.

1. Time Out

A time out is intended to be used as a "cooling off" period when redirection has been unsuccessful at correcting minor behavior problems. A time out will be short term, lasting from fifteen (15) minutes to no more than fifty-five (55) minutes (specified at the time). In any case, staff will verbally check in with the resident on

time out at least every ten (10) minutes.

2. Removal From Positive Peer List

A resident shall be removed from the Positive Peer List, and therefore denied all privileges, for major or chronic rule violations. In the event that removal from the PPL is contemplated, the Core Staff on duty must be contacted and advised of the circumstances. The Core Staff will then determine if removal from the PPL is warranted.

The Program Director, Clinical Director, Administrator and/or the Resident Therapist may remove a resident from the Positive Peer List at any time for cause in addition to modifying the consequence hours a resident receives.

F.. Criminal Violations

Rule violations which constitute violations of criminal law will be referred to the Program Director for consideration for prosecution. In the event that a determination of the violation of a criminal law is made by the Program Director, the incident will be referred to the placing agency or Caldwell County Sheriff's Department for further action.

G. Reports

1. Written reports are submitted to the Administrator, or designee, no later than the conclusion of the staff member's shift
2. Employees prepare an Incident Report when they have a reasonable belief that a resident has committed a major violation of facility rules or reportable minor violations.
3. Incident Reports prepared by staff members include, but are not limited to, the following information:
 - a. Specific rule(s) violated
 - b. Formal statement of circumstances
 - c. Unusual resident behavior
 - d. Staff witnesses
 - e. Physical evidence and its disposition (if any)

- f. Staff action statement
- g. Staff signature, date and time

- 4. PSI staff will maintain a permanent log and prepare shift reports that record routine information, emergency situations, and unusual incidents.

IV. Prepotency

Questions regarding this policy and/or recommendations for revision should be directed to the Chief Executive Officer.

This policy is reviewed annually and updated as needed.

APPROVED: _____ DATE: _____
Robert Ellis, CEO

IDENTIFYING INFORMATION

Child's Name: ██████████	County: Montgomery County CPS / JPD
Child's Date of Birth: ██████████	Caseworker/P.O. Name: ██████████ / ██████████

PURPOSE OF PLAN: The goals and tasks outlined in this plan are designed to help resolve issues that led to your involvement with residential treatment and to ensure the safety, permanency, and well being of your family. You will be expected to participate in developing this treatment plan and demonstrate progress in achieving the goals listed. Your progress will be reviewed and evaluated. In addition to the activities outlined in the treatment plan, you are expected to adhere to all court ordered conditions of probation.

FACILITY INFORMATION

Name of Facility:	Pegasus Schools, Inc.	Date of Placement:	08/23/13
Address:	896 Robin Ranch Road, PO Box 577		
City/State/Zip:	Lockhart, TX 78644	Phone #:	(512) 376-2101

NEED FOR PLACEMENT: Explain why this child requires placement. Discuss the child's behavior AND the family situation.

██████████ is in need of placement in a residential setting due to needing sex offender specific treatment in a setting that provides for adequate supervision. For more information on need for placement at this time, see ██████████ Admission Assessment.

APPROPRIATENESS OF PLACEMENT: Explain what specific services are being provided to safely meet the child's needs as discussed in the previous section.

Pegasus Schools, Inc. meets this child's needs by providing 24 hour supervision in a structured environment. Justin will receive sex offender specific treatment in a group modality twice each week. Pegasus Schools, Inc. offers on-campus educational services through the On-Campus Accredited Charter School to meet Justin's educational needs. Additionally, the facility provides for individual and family therapy and opportunities for experiential challenges to build his character and self esteem. Pegasus is a residential treatment center which utilizes a cognitive-behavioral approach to help manage and shape appropriate behaviors, and CPI to manage aggression with residents.

DIAGNOSIS: ██████████ current DSM-TR IV diagnostic assessments.

AXIS I	314.01 Attention - Deficit/Hyperactivity Disorder, Combined Type 305.20 Cannabis Use Disorder 305.01 Alcohol Use Disorder 309.4 Adjustment Disorder with Mixed Disturbance of Emotions and Conduct 296.89 Other Specified Bipolar and Related Disorder 995.53 Child Sexual Abuse (Victim) V61.21 Sexual Abuse of Child (Perpetrator) K/O Disruptive Mood Dysregulation Disorder	
AXIS II	V71.09 No Diagnosis	
AXIS III	799.9 Deferred to Physician	
AXIS IV	Legal Problems, Out of home placement, Family problems	
AXIS V	GAF	40 - 45

Prognosis: Guarded based on the indicated risk factors: Ongoing Deviant Sexual Fantasies Ongoing Secret Keeping
 Ongoing Intimidation/Threats Ongoing Thinking Errors Other

DISCHARGE PLAN / PERMANENCY PLAN: Plan for the safe and permanent placement of the child.

- return to parent place with relative/guardian other foster care
 emancipation/independent living less restrictive setting other: _____

Projected/Estimated discharge date: August 2014 or later

DISCHARGE CRITERIA: Objectives Justin will be expected to complete prior to discharge.

1. ██████ will successfully complete the Pegasus Sex Offender Program and be able to demonstrate an understanding of the concepts presented (No More Victims).
2. ██████ will be in Sex Offender group and have a good understanding of his offense(s) and how it has affected others.
3. ██████ will be progressing in his Sex Offender groups as determined by the therapist. He will demonstrate the ability to take responsibility for his actions and the development of empathy for the person(s) he victimized.
4. ██████ will have learned how to control his behavior at all times by using his self control techniques and use positive methods, such as the Why Sandwich and processing, to solve his problems.
5. ██████ will have begun demonstrating leadership qualities at the dorm and be proactive in aiding the staff to deal with campus issues.
6. ██████ will be participating in his issues and goals groups daily and be open to feedback.

BEHAVIORAL DOMAIN						
██████ is currently on the Positive Peer list. He reports he had 0 consequence hours and has recently moved to phase 3. He has not been restrained and has taken off the PPL in the past 3 months for too many hours and stealing(2x) from the cafeteria. He has not been on close observations, nor has he been restrained. ██████: developmental needs are addressed daily through interactions with staff, therapist, and educational personnel.						
Goal / Need	Strategy				Objective	
1. ██████ will follow basic campus rules on a daily basis	Staff will role model appropriate behaviors at all times while in the milieu. He will be monitored weekly to see if he meets the positive peer list criteria by senior counselors.				██████ will role model appropriate behavior by staying on the positive peer list on a consistent basis. This will be monitored by staff.	
1. Assessment of progress	+3	+2	+1	0	-1	-2
2. ██████ will utilize self-control techniques to control verbal and behavioral impulses, and avoid the need for physical restraint.	Staff and therapist will role model and teach appropriate coping techniques through daily interactions, groups, and activities.				██████ will reduce inappropriate and disrespectful behavior by at least 50% in the next 90 days.	
2. Assessment of progress	+3	+2	+1	0	-1	-2
3. ██████ will refrain from engaging in inappropriate sexual behavior.	Staff and therapist will monitor and supervise and redirect resident and give appropriate alternatives to inappropriate sexual and sexualized behaviors.				██████ will respect peer's boundaries and inform staff of any grooming or underground behaviors.	
3. Assessment of progress	+3	+2	+1	0	-1	-2
4.						
4. Assessment of progress	+3	+2	+1	0	-1	-2
SOCIAL / RELATIONAL DOMAIN						
██████ reports "I try to be friendly with everybody and I try not to get into arguments". He reports he tries to stay away from the negative peers in his new dorm. He stated that he is trying to follow all the camp rules so he won't get any hours. Plans for re-integration back into ██████ home community, as well as cultural identity needs are met daily through interactions with staff, therapist, and educational personnel.						
Goal / Need	Strategy				Objective	
1. ██████ will eliminate disruptive and disrespectful behavior towards staff and peers.	██████ will speak on his emotions daily in issues group to better manage his frustration/anger and increase pro-social behaviors.				██████ will confront peers who are being underground immediately and hold himself accountable during issues or goals groups. This will be noted by the staff.	
1. Assessment of progress	+3	+2	+1	0	-1	-2
2. ██████ will maintain appropriate social and physical boundaries.	Staff and therapist will provide positive reinforcement for pro-social interactions observed				██████ will expand his peer group by interacting with at least four	

		and for [REDACTED] holding his peers and self accountable.			positive peers daily. He will also speak on at least two feelings per day. This will be noted by the staff.							
2. Assessment of progress	+3	<input type="checkbox"/>	+2	<input type="checkbox"/>	+1	<input type="checkbox"/>	0	<input checked="" type="checkbox"/>	-1	<input type="checkbox"/>	-2	<input type="checkbox"/>
3.												
3. Assessment of progress	+3	<input type="checkbox"/>	+2	<input type="checkbox"/>	+1	<input type="checkbox"/>	0	<input type="checkbox"/>	-1	<input type="checkbox"/>	-2	<input type="checkbox"/>

EDUCATIONAL DOMAIN

Name: On-Campus Accredited Charter School

Address: 896 Robin Ranch Road, PO Box 577 City/State: Lockhart, TX 78644

Child's current grade level placement: 10th Child's appropriate grade level: 10th

[REDACTED] is currently enrolled in our On-Campus Accredited Charter School. [REDACTED] denies being on the school's disciplinary list. He denies being asked to leave class, but admits that he did not ask to leave class so that he could refocus and distance himself from negative behaviors in the class. He has been observed as attentive in class by therapist and staff. He reports that he is not failing any courses. [REDACTED] intellectual functioning and developmental issues are addressed weekly through interactions with staff, therapist, and educational personnel. [REDACTED] is not receiving Special Education. For specific testing and follow-up information or specific content areas addressed, see the educational records.

Goal / Need	Strategy					Objective						
1. [REDACTED] will participate in school each day	[REDACTED] will attend all scheduled classes at the Charter School.					Justin will maintain behavior to remain in class 100% of the time.						
1. Assessment of progress	+3	<input type="checkbox"/>	+2	<input type="checkbox"/>	+1	<input checked="" type="checkbox"/>	0	<input checked="" type="checkbox"/>	-1	<input type="checkbox"/>	-2	<input type="checkbox"/>
2. [REDACTED] will maintain passing grades in all classes	[REDACTED] will ask for help when he is struggling in any subject. [REDACTED] will utilize "Core Support" time at the end of each school day to ensure assignments are completed and turned in on time.					[REDACTED] will pass all classes and strive for improved academic success.						
2. Assessment of progress	+3	<input type="checkbox"/>	+2	<input type="checkbox"/>	+1	<input checked="" type="checkbox"/>	0	<input checked="" type="checkbox"/>	-1	<input type="checkbox"/>	-2	<input type="checkbox"/>
3.												
3. Assessment of progress	+3	<input type="checkbox"/>	+2	<input type="checkbox"/>	+1	<input type="checkbox"/>	0	<input type="checkbox"/>	-1	<input type="checkbox"/>	-2	<input type="checkbox"/>

EMOTIONAL/PSYCHOLOGICAL

[REDACTED] is currently in phase 3 of our 4-phase program. He continues to learn self-control techniques, thinking errors and the offender cycle that he will need to be familiar with to be successful later in the program. He has presented his SIHQ, moved up to another dorm and is on the polygraphy list. He has been tested on thinking errors, the offender cycle or the self control techniques. He is making what seems to be an honest effort in discussing his offense and more progress/insight is expected. He is open to discuss his family's dysfunction and their shared drug abuse. Emotionally he can be flat at times and uses humor as a defensive mechanism. He is grateful for his family. He is quiet in group and usually has to be prompted for feedback. He has accepted the challenge to be a leader in group. He reports he is still revising his SIHQ. [REDACTED] psychological testing, follow-up and psychotropic medication information can be found in the appropriate sections within his chart.

Goal / Need	Strategy					Objectives						
1. [REDACTED] will speak openly and honestly about his offense and eliminate the use of thinking errors minimizing and justifying.	[REDACTED] will answer questions honestly and openly about his offense in group and speak on his emotions daily in issues group.					[REDACTED] will speak openly/honestly about his offense and reduce overall use of thinking errors.						
1. Assessment of progress	+3	<input type="checkbox"/>	+2	<input type="checkbox"/>	+1	<input checked="" type="checkbox"/>	0	<input checked="" type="checkbox"/>	-1	<input type="checkbox"/>	-2	<input type="checkbox"/>
2. [REDACTED] will self-identify and eliminate thinking errors associated with his offender cycle	[REDACTED] will record and report to SO group his use of specific thinking errors and which self control techniques were effectively used.					[REDACTED] will reduce his use of thinking errors when presenting his therapy assignments.						
2. Assessment of progress	+3	<input type="checkbox"/>	+2	<input type="checkbox"/>	+1	<input type="checkbox"/>	0	<input checked="" type="checkbox"/>	-1	<input type="checkbox"/>	-2	<input type="checkbox"/>
3. [REDACTED] will complete all written assignments of current phase of	[REDACTED] will be provided with time to work on his therapy assignments.					[REDACTED] will complete 80% of his written assignments.						

3. Assessment of progress	+3 <input type="checkbox"/>	+2 <input type="checkbox"/>	+1 <input type="checkbox"/>	0 <input checked="" type="checkbox"/>	-1 <input type="checkbox"/>	-2 <input type="checkbox"/>
4.						
4. Assessment of progress	+3 <input type="checkbox"/>	+2 <input type="checkbox"/>	+1 <input type="checkbox"/>	0 <input type="checkbox"/>	-1 <input type="checkbox"/>	-2 <input type="checkbox"/>

MEDICAL/DENTAL DOMAIN

MEDICAL		DENTAL	
Name: Dr. Randall W. Kirtley, MD	Name: Dr. Cesar Tomasino, DDS		
Address: 300 S. Commerce, Ste B	Address: 2034 Babcock Road		
City/State/Zip: Lockhart, TX 78644	City/State/Zip: San Antonio, TX 78229		
Phone #: (512)398-2331	Phone #: (210)436-0850		

Child's current medications (including psychotropic meds): Vyase Clonidine

Indicate what medications are for: ADHD

List any other important medical information/concerns: All medical and dental appointments are current. [REDACTED] denied any physical or medical concerns at this time. He has not been admitted to the hospital. He could identify the appropriate protocol for seeking medical attention. He wears his glasses. For specific dates on medical/dental appointments, see [REDACTED] chart. Specific Drug Allergies: No Known Drug Allergies.

Goal / Need	Strategy	Objective				
1. [REDACTED] will maintain himself in a healthy manner and report any changes in his health immediately to staff.	A medical request form is made readily available for [REDACTED] to report any changes in his health or wellbeing.	[REDACTED] medical concerns will be addressed in a timely manner.				
1. Assessment of progress	+3 <input type="checkbox"/>	+2 <input type="checkbox"/>	+1 <input type="checkbox"/>	0 <input checked="" type="checkbox"/>	-1 <input type="checkbox"/>	-2 <input type="checkbox"/>
2.						
2. Assessment of progress	+3 <input type="checkbox"/>	+2 <input type="checkbox"/>	+1 <input type="checkbox"/>	0 <input type="checkbox"/>	-1 <input type="checkbox"/>	-2 <input type="checkbox"/>
3.						
3. Assessment of progress	+3 <input type="checkbox"/>	+2 <input type="checkbox"/>	+1 <input type="checkbox"/>	0 <input type="checkbox"/>	-1 <input type="checkbox"/>	-2 <input type="checkbox"/>

FAMILY DOMAIN

[REDACTED] reports he has written and receives letters from his grandmother. He reports talking with his mother and aunt via phone. He reports he has been able to contact his CPS worker. He has not had contact with his P.O. Grandmother and family is supportive of treatment and attends family day and family sessions monthly. He will present his SHQ after he polygraphs. Visitation of approved family members is scheduled regularly via family day (second Saturday of each month) and through family initiated contact through the therapist and case managers.

Goal / Need	Strategy	Objectives				
1. [REDACTED] will maintain contact with his approved family members.	[REDACTED] will have access to telephone contact with approved family members twice weekly. [REDACTED] family will have monthly opportunities for visitation and family therapy.	[REDACTED] & family will make phone contact 80% of available times (if applicable).				
1. Assessment of progress	+3 <input type="checkbox"/>	+2 <input checked="" type="checkbox"/>	+1 <input checked="" type="checkbox"/>	0 <input checked="" type="checkbox"/>	-1 <input type="checkbox"/>	-2 <input type="checkbox"/>
2. [REDACTED] will speak openly and honestly about his offense.	[REDACTED] will address any familial issues of concern during his group or free time with staff or therapist and participate in at least 1 family therapy session.	[REDACTED] will inform his family of all disclosures and outcries.				
2. Assessment of progress	+3 <input type="checkbox"/>	+2 <input type="checkbox"/>	+1 <input type="checkbox"/>	0 <input checked="" type="checkbox"/>	-1 <input type="checkbox"/>	-2 <input type="checkbox"/>
3.						
3. Assessment of progress	+3 <input type="checkbox"/>	+2 <input type="checkbox"/>	+1 <input type="checkbox"/>	0 <input type="checkbox"/>	-1 <input type="checkbox"/>	-2 <input type="checkbox"/>

RECREATIONAL DOMAIN

[REDACTED] participates in regular and therapeutic recreational activities on a daily basis. On-campus, he reports participating in hiking, cards as well as playing basketball, football, reading books, softball and 4-square. He has also had several opportunities to travel off-campus for supervised activities including shopping at Target in San Marcos and petty cash shopping for the dorm.

Goal / Need		Strategy				Objective	
1. [REDACTED] will participate in all activities as recommended by his therapist to improve self confidence, esteem, sportsmanship and social interactions.		[REDACTED] will have access to daily recreational activities with peers and staff.				[REDACTED] will remain eligible for recreational activities by maintaining PPL 50% of the time.	
1. Assessment of progress	+3 <input type="checkbox"/>	+2 <input type="checkbox"/>	+1 <input checked="" type="checkbox"/>	0 <input checked="" type="checkbox"/>	-1 <input type="checkbox"/>	-2 <input type="checkbox"/>	
2.							
2. Assessment of progress	+3 <input type="checkbox"/>	+2 <input type="checkbox"/>	+1 <input type="checkbox"/>	0 <input type="checkbox"/>	-1 <input type="checkbox"/>	-2 <input type="checkbox"/>	
3.							
3. Assessment of progress	+3 <input type="checkbox"/>	+2 <input type="checkbox"/>	+1 <input type="checkbox"/>	0 <input type="checkbox"/>	-1 <input type="checkbox"/>	-2 <input type="checkbox"/>	