

Recovery Schools save Teen Addicts, So Why Aren't They Everywhere?

http://www.huffingtonpost.com/entry/recovery-high-schools-teen-addicts_us_561eb212e4b050c6c4a408ee

Other documents in this package:

- **Insight program overview**
- **Columbus Community Engagement presentation**
- **MOU for Boston recovery School program**
- **Austin recovery school overview**

The INSIGHT Program At a Glance

Address: White Bear Lake Area Learning Center, 2449 Orchard Lane, White Bear Lake, MN 55110

Phone: Traci (651) 773-6417 Beth (651) 773-6414 Amy (651) 773-6440 Main Office (651)773-6400
Graciela (651) 278-5457

Fax Number: (651) 773-6402

E-mail: traci.bowermaster@isd624.org

Website: <http://www.isd624.org/ALC/index> and click About Insight Recovery School

Contact: Traci Bowermaster, Teacher/Coordinator, Beth Samuelson, Chemical Dependency Counselor, Amy Johnson, School Social Worker, Gretchen Harriman, ALC Principal, Graciela Hammeken, District Cultural Liaison, Karen Benjamin-Beck, School Counselor, Robin Villwock, School Psychologist

Directions: Take 694 to White Bear Avenue, White Bear Ave. go north to Orchard Lane, Turn right (east) past McKnight to just past Ebba Ave. St. Building is on left.

Capacity: Up to 15 students.

Type of School: Part of White Bear Lake Public Schools, ISD 624. School-within-a-school (White Bear Lake Area Learning Center)

School Districts Served: White Bear Lake Schools and surrounding districts. Open to all.

Enrollment Criteria: Students must have a minimum of 21 days of sobriety, participate with parent or guardian in admission interview process and show willingness to cooperate with general program agreements including providing a urine sample when asked. Program is for students in grades 10-12.

General Rules:

- Commitment to recovery, follow through with discharge plans from most recent treatment
- No enabling of other Insight students
- Respect for self, others, and rules of the community
- Consistent attendance and academic progress
- No use of nicotine during school hours
- Follow all ALC and ISD 624 rules
- Expectation of strong parental involvement

Hours/Schedule: Program is held from 9-2:30 Monday-Friday. Schedule is as follows:

9:00 Insight Recovery Group or Academic Class

10:00 Academic Class

11:00 Academic Class

12:00 Lunch in Insight room

12:30 Academic Class

1:30 Academic Class or Insight Recovery Group

(Specific academic classes change quarterly. Group is scheduled at either the beginning or the end of the day)

Continued on back.

Lunch: Available through school lunch program. Students eat lunch in the INSIGHT room after getting lunch from the cafeteria. Part of the support plan includes participating in on-campus lunch activities. Microwave and refrigerator are available for students who bring their lunch. Students are assigned cleaning jobs to be completed at the end of lunch each day.

Transportation: Transportation is provided by the White Bear Lake ALC for district students. Out of district students provide own transportation. Many students carpool to school or take the city bus as there is an MTC bus stop two blocks away.

Non-Smoking Policy: White Bear Lake ALC campus is tobacco and nicotine-free, including e-cigarettes. No use of nicotine products during the school day or at school activities off campus during school hours.

Diploma: Students can earn a diploma through White Bear Lake Area Schools by completing district requirements. Arrangements with home districts can be made if a student wishes to obtain a diploma from home school district.

Special Education: The program coordinator is a special education teacher, licensed in E/BD and SLD. An IEP team meeting prior to enrollment is required to ensure that INSIGHT is the appropriate school setting for potential students who receive special education services.

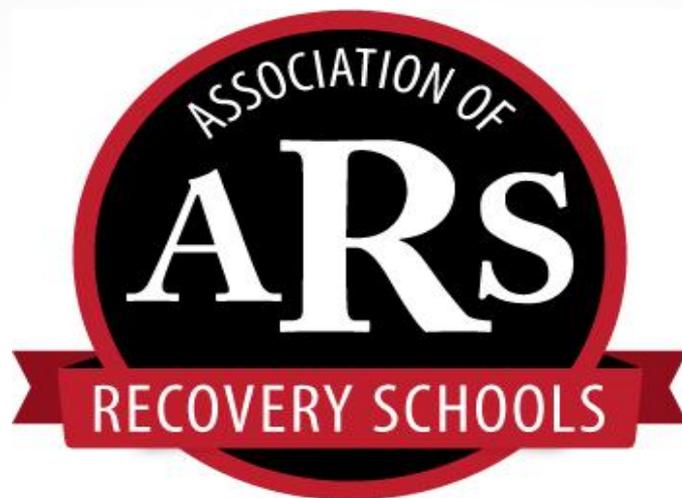
Academics: Classes in Math (Algebra I, Geometry, Algebra II), Language Arts, Am. Government, Am. History, World Studies A/B, Economics, Science (Biology and Physics), Physical Education/Health, Art and other areas are offered by the ALC teaching staff. INSIGHT staff plans/coordinates Mind-Body-Spirit activities for additional Health or Elective credit. Additional courses available through Apex online program.

12-Step Program Policy: Students can earn school credit for attending any out of school recovery oriented meeting or activity. Attendance at 12-step groups or other recovery support groups encouraged. Students are assisted with coming up with their own recovery plan and will be strongly encouraged to find a sponsor, therapist, or mentor.

Phase System: All students begin INSIGHT at Phase 1, attending INSIGHT-only classes in the INSIGHT classroom. Once specific criteria has been met, students can apply for Phase 2 and, if accepted, will be allowed to take classes in the regular ALC, but daily INSIGHT group attendance continues to be an expectation. Phase 3 is for students with long term sobriety who are working on building independence from the INSIGHT Program through Work Experience, PSEO, or other arrangements. Phase 2 and Phase 3 criteria will be explained upon admission.

Other: Parents/guardians are urged to participate in Parent Group which meets monthly. Students will be able to participate in all District opportunities such as the 916 Program at Century College, Post-Secondary Employment Opportunities (PSEO), Work Experience, and extracurricular activities. Summer support available through weekly group and online courses.

The Insight Program is a member of and accredited by the Association of Recovery Schools. More information about recovery schools can be found at www.recoveryschools.org .



The Columbus Recovery High School Initiative

Kristen K. Harper, M.Ed., LCDC

Executive Director, Association of Recovery Schools

Hugh Guill

New Schools Coordinator, Association of Recovery Schools

Rachel Steidl, MPH

Membership Coordinator, Association of Recovery Schools

Introductions



ARS Mission and Pillars

- **Mission:** We *support and inspire recovery high schools for optimum performance, empowering hope and access to every student in recovery.*
- **Five ARS Pillars for Strategic Success**
 - Deliver **training** and **consultation** for currently **operating** recovery schools, **emerging** recovery high schools and those who support them
 - Provide **access** to national **networking** opportunities for recovery high school professionals and those who support them
 - **Advocate** the advancement of recovery high schools at the **local, state and federal levels**
 - **Research academic** and **behavioral** health outcomes in recovery high schools to support **evidence-based practices** for the advancement of the field
 - **Conduct** a quality **accreditation** process

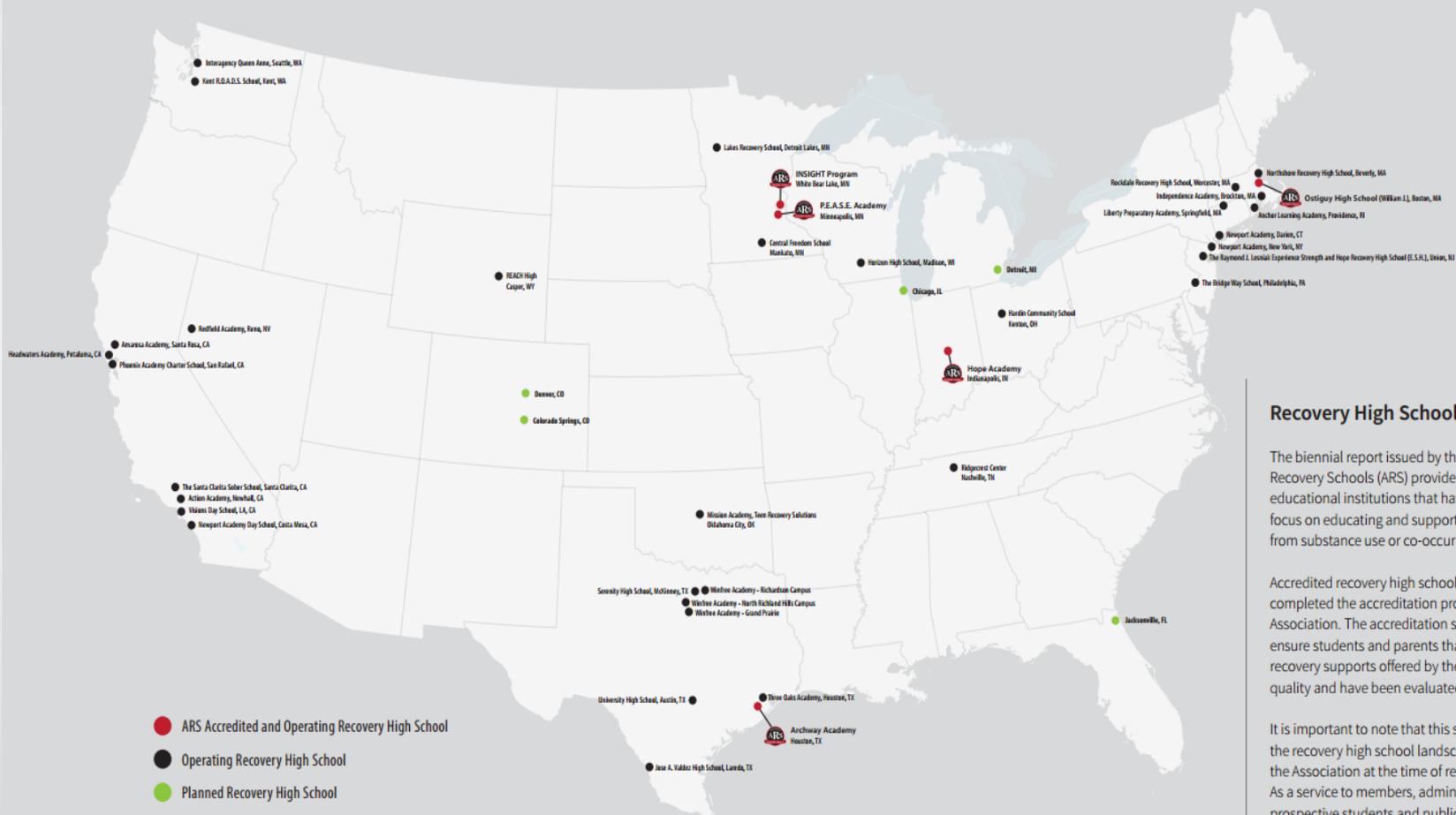
Recovery High Schools:

Secondary schools designed specifically for students in recovery from substance use disorder or dependency

- **Educate students in recovery** from substance use disorder or co-occurring disorders
- Meet state requirements for **awarding a secondary school diploma**
- All students enrolled must be **in recovery and working a program of recovery** as determined by the student and the schools
- **Available to any student in recovery** from substance use or co-occurring disorders who meets state or district eligibility requirements for attendance

Overview and History

Recovery Schools Currently Operating or Planned in the U.S.



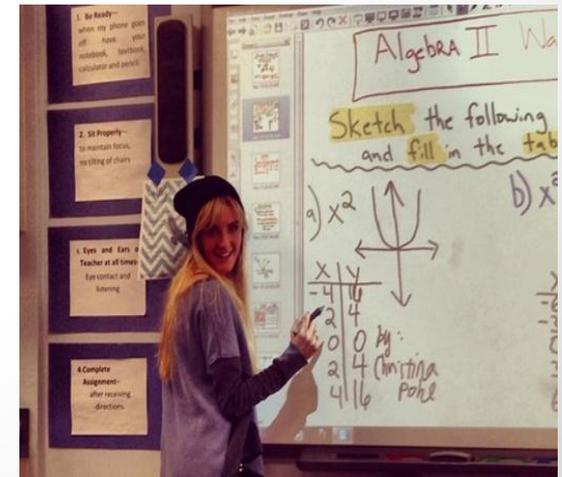
Recovery High Schools in the U.S.

The biennial report issued by the Association of Recovery Schools (ARS) provides a snapshot of those educational institutions that have indicated a specific focus on educating and supporting students in recovery from substance use or co-occurring disorders.

Accredited recovery high schools have successfully completed the accreditation process offered by the Association. The accreditation standards and process ensure students and parents that the educational and recovery supports offered by the school are of high quality and have been evaluated by experts in the field.

It is important to note that this snapshot is a depiction of the recovery high school landscape as it is recognized by the Association at the time of report publication. As a service to members, administrators, parents, prospective students and public policy advocates, the Association maintains an updated visual landscape of operating and planned recovery high schools at <http://recoveryschools.capacitytype.com/map>.

Examples of ARS Accredited Schools



Archway Academy Outcomes

- **75-125** students enrolled (open rolling admission)
- **83%** recovery rate (complete abstinence the entire school year)
- **92%** school attendance
- **98%** of seniors graduated
- **45** graduates in 2015
- **94%** of graduates attending college



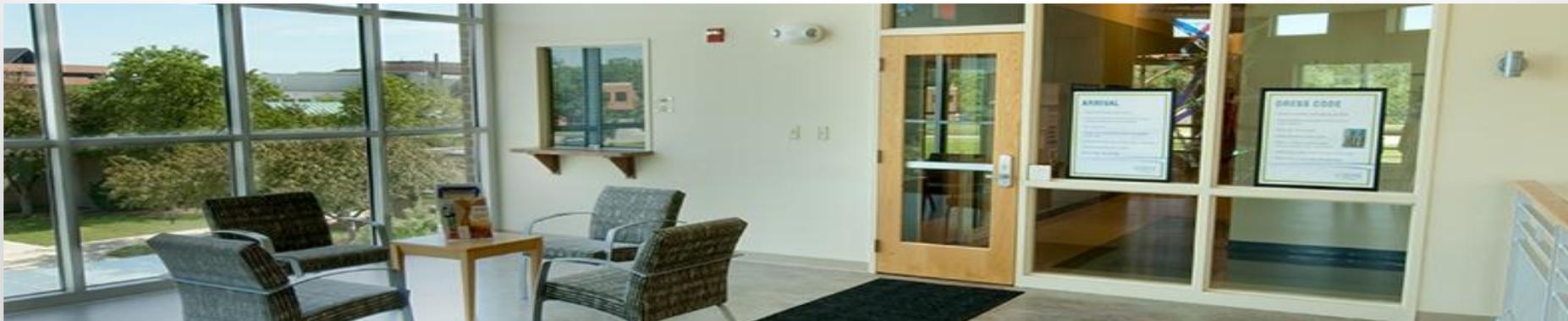
* Archway Academy statistics for the 2014-2015 school year



THE RECOVERY HIGH SCHOOL
AT FAIRBANKS



- Tuition-free, Indiana public charter high school for students in recovery from drug and alcohol addiction
- Provides a supportive community for students to maintain their sobriety and receive a Core 40 diploma
- One of six recovery high schools in the United States accredited by the Association of Recovery High Schools
- Hope Academy opened in 2006, has served 400+ students,



A Day at Hope

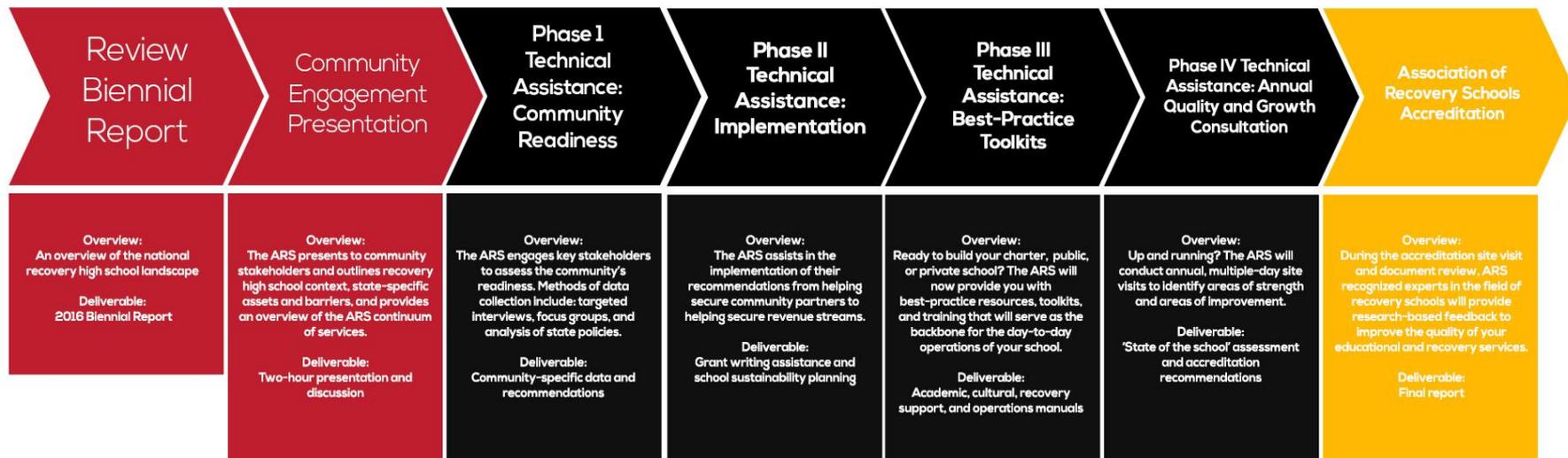
- Recovery coach check-ins
- Monday & Friday *Community Circles*
- 7 Academic Class Periods
 - Average class size is 5-12
 - Basic skills course with recovery work
- Recovery and/or 12 Step Groups
- *LINK* After School Recovery Support & Activities Program



Recovery School Timeline



ARS Continuum of Services for Recovery Schools



Why a RHS in Columbus?

- In 2000, the drug overdose rate in Franklin County was between **6.1 – 8 deaths per 100,000 people**. As of 2014, the estimated drug overdose rate has more than **doubled to 16.1 - 18 deaths per 100,000**
- In Franklin County, the number of adolescents **aged 12-17 in need of, but not receiving, treatment for alcohol use** is estimated to be **2,075**; for **illicit drug use**, that number climbs to **2,356**
- **Unintentional drug overdose** is now the **leading cause** of injury-related **death** in Ohio (even more than motor vehicle accidents)
- The number of heroin related drug treatment admissions in Ohio for people 12 and older rose from **4,376 in 2002** to **10,860 in 2012**

Call to Action

School Supporters: For people that are passionate about **supporting** the development of a recovery high school in Columbus, they can:

- Sign the “Evidence of Support” letter before you leave
- Help us identify potential grants, foundations, and individuals that would support the initiative
- Serve on our Advisory Board that will devote their time and talent to seeing this initiative come to fruition
- “Like” us on Facebook and invite your friends to the page
- Encourage your friends and colleagues to sign and share the “Evidence of Support” letter that can be found on our Facebook page
- Solicit and organize potential volunteers and volunteer captains to canvas when the time is right
- Share what you learned with interested parties who work with students in recovery or have a student in recovery
- Help promote this initiative and youth recovery in a positive way via word of mouth, social media posts, media attention, etc. so that we can reduce barriers to opening

Note: The ARS is able to provide support for these services throughout this process. Please contact Kristen Harper or Hugh Guill if you would like to discuss a formal partnership.

Evidence of Support

The Columbus Recovery High School Initiative: Evidence of Support Letter

To Whom It May Concern,

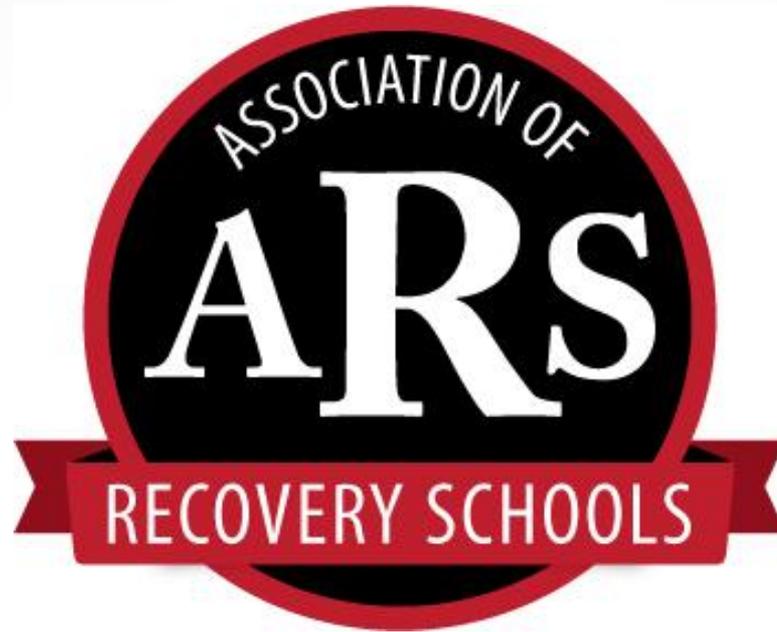
I believe that the addition of a recovery high school in the Columbus community will be an incredible asset and of great benefit to our children, families, and local community.

Students will thrive in the Columbus Recovery High School's learning environment. Each student will not only have access to a high quality education, but they will also be supported in a holistic approach: emotionally, mentally and socially through the inclusion of recovery support services.

The Columbus Recovery High School will bring proven instructional, cultural, and recovery strategies to our school district, serving a diverse student population reflective of our community. The school will also collaborate with our existing public schools to unite and enrich all students in the district.

By signing this Letter, I am lending my support to the Columbus Recovery High School Initiative.





Website: www.recoveryschools.org

Facebook: Association of Recovery Schools

Instagram: ars_recovery

Twitter: @ARS_recovery

Email: kharper@recoveryschools.org

Email: hguill@recoveryschools.org

Email: rsteidl@recoveryschools.org

Thank You

Feedback, Comments,
& Questions

MEMORANDUM OF AGREEMENT BETWEEN THE BOSTON PUBLIC SCHOOLS AND ACTION FOR BOSTON COMMUNITY DEVELOPMENT

This Memorandum of Agreement (MOA or “Agreement”) is entered into by and between the School Committee of the City of Boston, by and through its Public School Department (“BPS”) and Action for Boston Community Development, Inc. (“ABCD”).

WHEREAS, Massachusetts General Law Chapter 71, §91 requires Recovery High Schools to be public schools and Boston wishes to operate the William J. Ostiguy High School (“Ostiguy”) as a Boston Public School to provide a safe, sober and supportive school environment in which youth in recovery can develop the skills and strengths needed for personal, academic, vocational and community success; and

WHEREAS, ABCD has been awarded a grant from the Massachusetts Department of Public Health to operate a Recovery High School Program in Boston for students with a history of substance abuse;

WHEREAS, ABCD has run and managed Ostiguy since September 2006 and BPS is contracting with ABCD to continue management of Ostiguy;

WHEREAS, the parties are desirous of delineating their respective rights and responsibilities to the extent not fully described by the laws of Massachusetts;

NOW, THEREFORE, in consideration of the mutual covenants contained herein, the parties hereto agree as follows:

1. Operation as Recovery High School.

BPS agrees to permit and enable Ostiguy to operate as a Boston public Recovery High School in accordance with M.G.L. c. 71, §91.

2. Term of Agreement.

The term of this is the period from the date of execution of this Agreement through June 30, 2013. No later than six (6) months prior to the expiration of the term of this Agreement, BPS and ABCD shall meet and make a good faith effort to discuss and plan for the continuation of this Agreement, and the continued operation of Ostiguy.

3. Facilities.

ABCD agrees to secure an adequate facility for the Ostiguy High School. ABCD further agrees that it shall ensure that the site and facilities for the school comply with all federal, state, and local law, regulations, and codes and shall be responsible for all costs associated therewith. ABCD also agrees to be responsible for payment of all lease or mortgage obligations on the site and facilities for the school, utility charges, and any and all other costs associated with the operation of the site and facilities. Any purchase or lease agreement relating to the site or

facilities for Ostiguy, including any renewals, must be submitted to BPS for review and for approval by the BPS prior to execution by ABCD.

4. Staffing

a. *Selection and staff qualifications.*

i. BPS will advertise within the BPS system for four (4) teacher openings and one (1) school nurse opening, the description of and qualifications for such positions, which shall include but not limited to state certification not less than five (5) years old for teachers and a current Massachusetts registration as an RN and eligibility for DESE school nurse certification to be earned within one year of the initial hire date. If, at any time during the course of this Agreement, such positions become vacant, BPS will again advertise the positions. BPS shall provide ABCD with the applications and other relevant information on the individuals who responded to the advertisements. ABCD shall select the individuals for the positions at Ostiguy and notify BPS of its selections.

ii. *DESE Qualifications.* All Ostiguy teachers providing direct instruction to BPS students will meet the requirements to be *highly qualified* as defined by the Massachusetts Department of Elementary and Secondary Education (DESE).

iii. *All ABCD Staff Qualifications.* ABCD agrees and warrants that its staff working at Ostiguy, which are the program director, guidance counselor, and intake assessment coordinator, shall be qualified to perform their respective duties. In addition, ABCD shall assure that all members of its Ostiguy staff hold and maintain throughout the Contract term valid certificates and/or licensures from the Commonwealth of Massachusetts that authorize such persons to provide the subject services to the students they service.

For students with disabilities, the students' Individual Education Plans will determine the specialized instruction and services that will be provided at the Ostiguy. All Ostiguy staff providing direct special education services to BPS will maintain a valid DESE certification to teach special education. All Ostiguy staff providing mental health and related services to BPS students will maintain valid certificates/licenses with the Commonwealth of Massachusetts to provide such services. Itinerant related services prescribed in a students' Individualized Education Plan will be provided on site at Ostiguy by the BPS Office of Special Education and Student Services Unit.

iv. *English Language Learners Staff Qualifications.* By August 31 2012, 50% of Ostiguy School staff providing educational instruction will be licensed to teach English as a Second Language (ESL) by the Massachusetts Department of Elementary and Secondary Education (DESE). By August 31 2013, 100% of Ostiguy School staff providing educational instruction will be licensed to teach ESL by the DESE.

By August 31, 2012, 50% of Ostiguy staff providing educational instruction to BPS students who are English Language Learners must have a valid DESE license to teach the relevant content, and must also either a) possess an ESL license OR b) have completed MA state required training for Sheltering English Instruction (SEI) in Categories 1, 2 and 4. By August 31, 2013, 100% of Ostiguy staff providing direct instruction to BPS students who are English Language Learners must have a valid DESE license to teach the relevant content, and must also either a) possess an ESL license OR b) have completed MA state required SEI in Categories 1, 2 and 4. BPS offers all Boston employees programs to achieve licensure in Categories 1, 2, 3, and 4 at no expense to BPS employees. CBO staff members teaching ESL or ELL students shall have the opportunity to participate in the licensure programming provided by BPS. All BPS staff at CBO Schools will have access to BPS Professional Development opportunities.

v. BPS staff selected by ABCD as set forth above in subparagraph 4.a.1. shall be considered employees of BPS assigned to Ostiguy and shall be considered members of the Boston Teachers Union (“BTU”), if applicable. BPS will pay directly the four (4) teachers and nurse selected by ABCD such compensation as they would be entitled pursuant to the Collective Bargaining Agreement (“CBA”) between the Boston School Committee and the Boston Teacher’s Union. Such compensation will continue as long as they remain in their respective teacher and nurse positions at Ostiguy and continue to meet the minimal qualifications for their respective positions, but in any event shall not exceed the term of this Agreement.

vi. ABCD will hire a “Program Director” to serve as the head of the school. The Program Director will not be considered an employee of BPS, but rather a direct employee of ABCD.

b. *Management and evaluation.*

i. ABCD will manage the entire Ostiguy staff, including ABCD and BPS employees. The management and working conditions of BTU staff members shall be in compliance with the terms of the CBA.

ii. BPS will evaluate all BPS staff members pursuant to the deadlines and conditions set out in the relevant collective bargaining agreement. ABCD agrees to cooperate with BPS in this effort and to provide input and documentation regarding the BPS staff member to be evaluated.

c. *Discipline, Employment - termination, and removal from Ostiguy*

The discipline and termination of the employment of BTU members will be in accordance with the CBA, federal and state law and municipal ordinances, including M.G.L.c. 71 and will be conducted by BPS in consultation with ABCD. If ABCD requests that a BPS Ostiguy staff member be reassigned from Ostiguy and replaced with another qualified BPS member, BPS agrees to do so if the request is based on the needs

of the Ostiguy program and/or the performance of the staff member. The dismissal of non-BPS staff shall be done in accordance with ABCD policy.

d. *Processing and notification regarding staff.* BPS agrees that any and all hiring and dismissals of BTU members who are staff for Ostiguy will be timely processed through the BPS, Office of Human Resources. ABCD shall provide BPS Office of Human Resources with timely notification of the probable organization of ABCD for the subsequent school year. "Probable Organization," means the proposed organization of staff and the proposed level of staffing of the entire school. Such notification to HR shall be in writing and shall be made to BPS in a timely manner so as to comply with all applicable collective bargaining agreements and/or related side letter agreements. BPS shall timely notify ABCD if it intends to reassign, dismiss, or discipline any staff assigned to Ostiguy.

5. Payment Structure

- a. BPS will be responsible for paying to ABCD student tuition based on the rate established by Massachusetts General Law Chapter 71, Section 91.
- b. ABCD will reimburse BPS for the compensation actually paid to the four (4) teachers and one (1) school nurse, as described in Paragraph 4 above, but only up to the ABCD level of compensation for such a position. Such ABCD compensation levels for the teachers and the school nurse are listed in attached Exhibit "A" and such levels of compensation shall not decrease during the term of this Agreement. Also, the amount paid by ABCD to BPS may be offset by tuition payments owed by BPS to ABCD in accordance with paragraph 5 a., above, and Exhibit "A."
- c. ABCD will provide reimbursement of actual compensation paid by BPS upon submission of an invoice from BPS, approved by ABCD staff, showing total amount due and, for each Ostiguy staff member for whom reimbursement is sought: name, position, period for which reimbursement is sought, and total amount due. Invoices shall be submitted to ABCD no less frequently than once every quarter. Payment shall be contingent upon timely compliance with responsibilities of BPS as described above and on receipt of grant funds from DPH. Final invoices are due no later than sixty days after the end of the grant. Payment will be made within thirty days of receipt of a prepared invoice.
- d. BPS will provide reimbursement of tuition costs incurred by ABCD, including out of district students, as evidenced by actual enrolled student attendance upon submission of an invoice from ABCD, approved by BPS Business Office staff, showing a total amount due and for each student for whom tuition reimbursement is sought: name, actual attendance information, period for which tuition reimbursement is sought, and total amount due. Invoices shall be submitted to BPS no less frequently than once every quarter. Payment shall be contingent upon timely compliance with responsibilities of ABCD as described in this Agreement, actual student attendance, and is subject to the availability of an appropriation therefore.

- e. Tuition for any out of district students shall be set by BPS and paid directly to BPS.
- f. If there is a dispute between the parties as to a portion of the invoice, the party who is the recipient of the invoice shall pay the undisputed portion within thirty (30) days of receipt of the invoice. With respect to the disputed portion of the invoice, or the entire invoice if the total amount is in dispute, a representative of the party in receipt of the invoice shall communicate the nature of the dispute to the party who prepared the invoice and, within three (3) business days of the receipt of the invoice, the parties shall confer, either in person or by other forms of communication, to attempt to resolve the dispute. If the dispute is not resolved by such conference, each party shall determine the respective organization's final position on the dispute and, within three (3) days of such conference, communicate the final position to the other party and confer again to attempt to resolve the dispute.

6. Compliance with Law.

BPS and ABCD shall perform all activities and services under this Agreement in compliance with the DPH grant requirements, relevant BPS policies, practices, and procedures and all local, state, and federal laws which are now or may in the future become applicable. Without limiting the foregoing, ABCD and BPS agrees that it shall, in carrying out its responsibilities under this Agreement, comply with every provision of M.G.L.c. 268A (the Conflict of Interest Law) to the full extent of the applicability of said provisions. Failure to comply with all applicable legal requirements may result in termination of this Agreement pursuant to Section 11, herein.

7. Students

- a. Students shall follow BPS Code of Discipline.
- b. Students attending Ostiguy shall be co-enrolled in BPS and Ostiguy.
- c. ABCD agrees to co-enroll with BPS approximately 50 Boston students. ABCD may enroll students from outside Boston provided that vacancies exist.
- d. ABCD agrees that it will provide effective education and counseling support to all BPS students.
- e. ABCD will regularly report student progress in writing to each student's co-enrolled BPS school and will provide any and all documentation related to each co-enrolled student's student record upon request.
- f. Upon a joint written determination by BPS and ABCD that students enrolled at Ostiguy have completed BPS graduation requirements, BPS agrees to permit such students to graduate from a BPS high school.

8. Access to Information and Records.

a. BPS and ABCD shall, unless otherwise prohibited by law, provide reasonable access to the other party, DPH, or any of their duly authorized representatives, to any books, documents, papers, and records which are directly pertinent to this Agreement. For the purposes of any student record law or regulation, authorized school personnel of either party shall have access to the student records of co-enrolled students under this Agreement.

b. ABCD agrees to submit forthwith information or data relative to its operation and functioning directly pertinent to the agreement. In addition, ABCD shall develop, implement, and maintain a plan for assessing its students and school performance on a regular basis and meeting all data transmission requirements set forth by M.G.L. c. 71 §91.

9. Assignment.

This Agreement may not be assigned by either party.

10. Indemnification.

To the extent allowed by applicable law, BPS shall defend and hold ABCD and its employees, officers and directors harmless from any and all liability of every nature and description which ABCD may suffer through damage to property or personal injury or death by means of negligence, or any act or omission in an area falling within the scope of responsibility hereunder, of BPS, its agents or employees.

To the extent allowed by applicable law, ABCD shall defend and hold BPS and its employees, officers and directors harmless from any and all liability of every nature and description which BPS may suffer through damage to property or personal injury or death by means of negligence, or any act or omission in an area falling within the scope of responsibility hereunder, of ABCD, its agents or employees.

11. Termination.

a. Either party may terminate this Agreement with cause for material breach of this Agreement as defined by and consistent with subparagraphs 11,b,c, and d.

b. ABCD or BPS may terminate this Agreement in whole or in part upon thirty (30) days written notice, if one or more of the following conditions, which constitute cause and material breach of this Agreement exists; 1) the absence of an appropriation, allotment, or payment of funds as described in Paragraph 12; 2) the absence of authorization from DPH to ABCD to perform its obligations under the grant; 3) ABCD's or BPS's default or breach which poses an immediate threat to the life, health, or safety of any individual who is benefiting from this Agreement; 4) the indictment of one of ABCD's or BPS's principals or officers for an offense or offenses related to the provision of services hereunder; 5) fraudulent activities related to this Agreement on the part of ABCD or BPS; or 6) the filing of bankruptcy by ABCD, BPS, or the City of Boston.

c. ABCD or BPS may, by giving the other party reasonable written notice specifying the effective date, terminate or temporarily suspend this Agreement in whole or in part if one or more of the following conditions, which constitute cause and material breach of this Agreement exists; 1) failure, for any reason, of ABCD or BPS to fulfill in a timely and proper manner one or more obligations under this Agreement; 2) BPS or ABCD submitting to the other party any reports or other information that is incorrect or incomplete in any material respect; 3) improper use of funds by either party disbursed under this Agreement; and 4) termination by DPH of the grant to ABC, or the portion thereof allocated by this Agreement or the lack of an appropriation therefore and receipt thereof by BPS. The determination as to whether this Agreement is to be terminated or suspended is within the discretion of the terminating party, based upon the seriousness and nature of the deficiencies or conduct.

d. Prior to terminating or suspending the Agreement on grounds one, two, or three of the preceding subparagraph c, the terminating party shall: 1) provide written notice to the offending party of the deficiency; 2) allow the offending party forty-five (45) days to correct the deficiency, provided, however, that that period may be extended to sixty (60) days if the offending party is diligently pursuing cure of the deficiency. If the offending party does not correct the deficiency, then the terminating party may terminate or suspend the Agreement in accordance with the preceding subparagraph c.

e. Notwithstanding the above, the offending party shall not be relieved of liability to the terminating party for damages sustained by the terminating party by virtue of any breach of the Agreement by the offending party and the terminating party may withhold any and all payments to the offending party for the purpose of set-off until such time as the exact amount of damages due the terminating party from the offending party is otherwise determined.

12. Contingency.

The payment of funds under the terms of this Agreement shall be contingent upon the receipt of grant funds by ABCD from the DPH and subject to the availability of an appropriation therefore and receipt thereof by BPS. If either party receives notice that it will not receive such funds in the future or that such funds will be reduced, such party will notify the other party within five (5) business days of receiving such notice.

13. Confidentiality.

BPS and ABCD shall ensure adequate measures are in place to protect confidential student record information and confidential personnel record information and provide safeguards for individuals against the invasion of personal privacy, in accordance with applicable state and federal laws.

14. Notices.

All notices, requests, and other communications given to or made upon the parties hereto, except as otherwise specified herein, shall be in writing and shall be delivered or mailed, postage prepaid, to such party at:

(A) in the case of the BPS:

Superintendent
Boston Public School Department
26 Court Street
Boston, MA 02108

(B) in the case of the ABCD:

Roger Oser
19 Temple Place
Boston, MA 02111

With a copy to:

Mark Isenburg
Action for Boston Community Development
178 Tremont Street
Boston, MA 02111

Any party may, by written notice to the other party, designate another address. Any notice, request, or demand shall be deemed to have been given when it is actually received by the party to whom it is addressed.

15. Counterparts.

This Agreement may be executed in any number of counterparts, each such counterpart shall be deemed to be an original instrument, and all counterparts together shall constitute but one agreement.

16. Severability.

If any provision of this Agreement or the application thereof is held invalid, the invalidity shall not affect other provisions or applications of the Agreement, which can be given effect without the invalid provisions or applications, and to this end the provisions of this Agreement are declared to be severable.

17. Amendments.

This Agreement, or any part thereof, may be amended from time to time hereinafter only by writing executed by both BPS and ABCD.

18. Miscellaneous.

This Agreement in conjunction with the City of Boston Standard Contract General Conditions (CM 10) sets forth the entire Agreement between the parties and may be amended only by a written instrument executed by both parties. Each party warrants and represents that it has the proper corporate authority to enter into this transaction. This Agreement is to be construed as a Massachusetts contract.

IN WITNESS WHEREOF, the parties have executed this Memorandum of Understanding under seal.

BOSTON PUBLIC SCHOOLS

By: _____
Carol R. Johnson
Superintendent

Date: _____

APPROVED AS TO FORM:

By _____
Corporation Counsel

ACTION FOR BOSTON COMMUNITY DEVELOPMENT, INC.

By: _____
John J. Drew
President/CEO

Date: _____

Austin's First Recovery High School: An Innovative System-Based Initiative to Improve the Lives of Adolescents who Seek Recovery from Substance Abuse

Lori Holleran Steiker, Ph.D.

University of Texas at Austin School of Social Work



BACKGROUND & SIGNIFICANCE

- Studies show that over 66 % of students with addiction problems who return to their former high schools after treatment quickly begin using drugs or alcohol again (Finch & Wegman, 2012).
- The first sober/recovery high school was founded in 1987 and the model was so successful that there are over 30 in the United States, including four facilities in Texas: one each in McKinney and Irving and two in Houston.
- At present, Austin youth who choose recovery often are left with the dilemma of whether to return to their hazardous high school environments or put their education aside to pursue their recovery.
- We are considering the successful and well-established Archway Academy in Houston, TX as a prototype, AND
- Our school will have a unique twist in its proximity and strategic partnerships with UT CSR, School of Social Work, the 12-Step community, APGs and Austin services to shift the milieu from drop-out prevention to college preparation

MISSION

Enable each of our students to fulfill his or her personal and academic potential within a supportive recovery environment



VISION STATEMENT

- Our vision is to transform recovery opportunities for adolescents in America with an evidence-based recovery high school located on the University of Texas Campus in Austin, Texas.
- We will cultivate an innovative model community where students can receive quality college-preparation education, achieve academic success, and enjoy a genuine, pro-social high school experience free from alcohol and other drugs.
- With the support and guidance of successful models such as Archway Academy in Houston, the design, based in years of experience, is poised to be a model for the nation with regard to this innovative mode of wellness and education.



LOCATION

Our campus is at 21st Street and University Drive and on the second floor of the University Christian Church on the University of Texas Campus.



OPERATIONS

Key Initiatives & Milestones

- Location has been approved and enthusiastically supported by the Executive Board and Pastor of the University Christian Church on 21st and University, close to the Capital, AT&T Center, and the University of Texas at Austin's Center for Students in Recovery (CSR)
- 501C3 finalized and submitted
- University High School, Inc. business is incorporated
- Budget has been proposed and Development Team is in action
- Executive Board and Advisory Council established
- Visits to and support gleaned from the experts at Archway Academy, Houston.
- The school plans to open in August, 2014 concurrent with local ISD calendars
- Event held Tuesday, April 8th 7-9pm public event at Blanton Auditorium (the speakers for the public event are David and Nic Sheff, authors of *Beautiful Boy & Tweak*)
- **FOR MORE INFORMATION, EMAIL INFO@UHIGHSCHOOL.COM**

COST

UHS seeks to provide comprehensive academic and recovery programs to its students; consequently, there is a monthly program fee and a per semester drug testing fee. UHS is eager to offer these programs to all students in need, and provides financial aid on a sliding scale based on household income. UHS is a non-profit organization that does not base its admissions or financial aid decisions on race, creed, religion, or socioeconomic factors. UHS is grateful to its generous supporters for providing funds to bridge the educational and programmatic gaps and offer scholarships to families in need.

FUNDING

- A start-up grant has been received from the Baxter Foundation, Houston (\$50,000)
- Dr. Holleran Steiker has received a UT VP of Research Special Research Grant to lay the groundwork for evaluation of the school's effectiveness
- Private donations are being received including our first two large donations of \$25,000
- Academic resources will come from grants, generous donations, and other strategic partnerships.

OUR STUDENTS



- Our students are young adults (grades 9-12) who have chosen the path of recovery and pledge to support each other in healthy, productive, drug-free living at all times.
- The milieu is based on the recovery principles of Honesty, Hope, Courage, Integrity, Willingness, Fellowship, Justice, Perseverance, and Service.
- Small classes are a key factor in a student's success because they allow for individualized attention from teachers, counselors, and program staff; most recovery schools are quite small, ranging from six to 70 students (Finch, 2010).
- We will start with approximately 10-20 students and grow to our target of 30-40 in by year 3.

STAFF

- Our teachers, administrators, and staff are committed to the mission of the school and value attention to a holistic approach to education, attending to individual learning styles.
- Our support staff provides an abundance of tutoring and other one-on-one opportunities to enable our students to graduate from high school with the opportunity to transition to college in a supportive recovery environment. Opportunities exist for a range of course options, from individual attention to AP classes.
- We are beginning the national search for our Executive Director, Recovery Coach and Director of Development.
- In addition to the formal mentors from the University of Texas CSR (Center for Students in Recovery) we will have on-site Recovery Coaches to help the students navigate academic success in early stages of recovery and a UT School of Social Work Intern.

A TYPICAL DAY AT UNIVERSITY HIGH SCHOOL

- 8-9 a.m. Check in
- 9:00 -12:00 Classes
- 12:00-1:00 Lunch in Fellowship Hall (plus 15 minute Mindfulness)
- 1:00 – 3:00 Classes
- 1:00-3:00 (Friday Fill-up) Community Building/Recovery Team Activities
- 3:00 Youth Leadership Council
- Students transition to APGs (alternative peer groups)
- Recovery Coaching, as needed and by appointment
- Service opportunities weekly (e.g., Cleaning UT Stadium with CSR 8am Saturday mornings; setting up chairs/coffee for AA Story-time meeting Saturday evenings)
- Evening 12-step meetings on and near campus (e.g., Tin Roof group, CSR Young People's Meeting, Story-time, COR meeting)

FOUNDERS & LAUNCH TEAM

Lori Holleran Steiker, Ph.D., ACSW

University of Texas at Austin Distinguished Professor

Co-founder, Board Member and current President of University High School (UHS)



Laura Kelly: UHS Chair of Operations; UHS Vice President and Treasurer



Bob Kaminski: Legal Council

Anne McAllister, LCSW, RN – Co-Founder, Board Secretary, Chair, School & Recovery Program Team



Terri Frost (Founder, Mom and Realtor, Caldwell Banker) and **Jim Kruger** (Founder, Dad, UHS Board Member and Owner of Kruger Jewelers, who has served on the CASA Board, the SafePlace Board, and Congregation Beth Israel) serve as Inaugural Co-Chairs of the Development Team



Hamilton Beazely – Chair, Advisory Council

RECOVERY SCHOOLS NETWORKS ESTABLISHED

- We are a projected school on the Asset Map of the **Stacie Mathewson Foundation's** Association of Recovery Schools
- We are consulting with National Experts/Researchers
 - Dr. Andy Finch, Vanderbilt
 - Dr. Ken Winters, U. of Minnesota
 - Dr. John Kelly, Harvard
 - Dr. Paul Moberg, U. of Wisconsin
 - Dr. Eric Wagner, Florida Internat'I U.
 - Michael Botticelli, Director ONDCP
 - Peter Gaumond, Chief of the Recovery Branch of the ONDCP
 - Bestselling authors David & Nic Sheff



STRATEGIC PARTNERSHIPS: **UNIVERSITY OF TEXAS AT AUSTIN**

- The School of Social Work
- The UT Center for Students in Recovery
- Sanger Learning Center
- Educational Psychology, School of Education
- School of Undergraduate Studies (Drug & Alcohol Peer Advisors)



FILLING GAPS IN AUSTIN'S ADOLESCENT CONTINUUM OF CARE

**Youth Alternative
Peer Groups (APGs):**

Teen & Family Services

Palmer Drug Abuse
Program

UT Center for Students
in Recovery

Young People in AA / Tin
Roof



**Austin Community
Constituents:**

ATCIC, Memorial
Herman IOP, Phoenix
House, Eanes ISD,
Austin Recovery,
Communities for
Recovery, Texas
Recovery Initiative
(DSHS), and
Communities in
Schools (CIS)