
From: Ashley Jorgensen </o=first organization/ou=first administrative group/cn=recipients/cn=ajorgensen>
Sent: Monday, March 18, 2013 4:21 PM
To: Pat Thomson
Subject: RE: Concerns regarding Mr. Tinker

We spoke last week. He reported that there is a plan to sit down with he, Nick, Sabrina, and Debbie. I will double check with him on this.

From: Pat Thomson
Sent: Monday, March 18, 2013 12:20 PM
To: Ashley Jorgensen
Cc: Eric Cotton
Subject: FW: Concerns regarding Mr. Tinker

Ashley,

Have you spoken to Eric about what you have discussed with Mr. Tinker in the past and how he might approach Nick on these issues?

Pat Thomson
Human Resource Specialist, Sr
Idaho Department of Juvenile Corrections
Pat.Thomson@idjc.idaho.gov
Phone (208) 577-5441 – Direct Line

Coming together is a beginning,
staying together is progress,
and working together is success.
Henry Ford

From: Sabrina Payne
Sent: Thursday, March 07, 2013 9:14 PM
To: Pat Thomson
Subject: Concerns regarding Mr. Tinker

3/7/2013

After briefly speaking with Pat Thompson regarding extreme frustration, I am writing this letter to formally inform Human Resource Specialist Pat Thompson of Juvenile Corrections Center Nampa of my continued concerns regarding Mr. Tinker's actions that are resulting not only dangerous living environment for the juveniles in B-pod, but are also creating a hostile and unsafe work environment for staff. On numerous occasions in the last nine months I have been directly involved in situations where Mr. Tinker has reinforced negative behavior in juveniles in his pod by:

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- directly and indirectly making comments to b-pod youth that undermine the staff directives given to youth during crisis/code situations (Last occurred on 3/7/13 at 1:15pm during TC's code red, also occurred on 3/5/13 during GM's code yellow)
- making derogatory and undermining statements to education staff to and in front of b-pod juveniles (Directly observed by all Choice education staff including Tim Rigsby in Sept. 2012, indirectly stated each time staff sets limits with juveniles and Mr. Tinker does the contrary right in front of staff making limits and juveniles having limits set. This occurs 1-2 times a week during code situations involving his juveniles.)
- attempting to take juvenile on a staff pass to BSU while b-pod juveniles were still on pod lockdown during an investigation of a shank found in the pod (July 2012)
- stepping in during a code situation and taking misbehaving juveniles (directly reinforcing juvenile's behavior) into his office against the repeated requests of staff involved for him not to (last occurred 3/7/13 During TC's code red)
- reinforcing juveniles negative behavior by providing and returning previously confiscated rap lyrics to juveniles and allowing them to manipulate rules by allowing them to copy rap lyrics into their personal journals despite programs ban for such items (Hard to prove as juvenile journals are off limits but juveniles report that this occurs and I have overheard juveniles asking for specific rap songs and later heard Mr. Tinker tell them that he has the lyrics they have asked for. I have also observed juveniles copying what they later reported were rap lyrics from his computer screen. During the summer of 2012 there were several juveniles that were having rap lyrics sent in via their personal mail and they were allowed to keep them even after they were confiscated during routine pod searches. On juvenile in particular (I believe it was IA) had a binder full of them that was kept at the staff desk and he was allowed to access it when he became frustrated. When questioned about this during big team Mr. Tinker reported that this was therapeutic. When the team deemed this inappropriate the juveniles were permitted to copy all of their lyrics into their personal journals before the originals were placed in their personals, again he was assisting the juveniles in manipulating the rules to suit them).
- returning previously confiscated inappropriate drawings and binders to juveniles (last occurred the February 2013 when a gang tagged binder was returned for the third time to TC . after being taken due to refusal to leave it in the pod per rules that nothing is transported to and from school. Having to comply with this simple staff directive led to TC escalating to code situations each time.)
- not removing GM who made threatening statements to throw staff off the top tier, from the top tier, despite staff (Mrs. Sheets, Mrs. Payne, and Ms. Hanson) requesting this during the 3/6/13 Choices Staff Meeting due to personal safety concerns. As a side note Mr. Tinker was observed rolling his eyes when this request was made.
- telling juveniles with Individualized Education Plans that they do not have to attend small groups despite federal law requiring special education teachers to provide services (February 2013 just prior to Mr. Tinker's week long vacation)
- repeatedly dismissing information given to him regarding several juveniles on separate occasions making reports to me (in the presence of other staff and on one occasion in front of Ashley Jorgensen) regarding underground and dangerous behavior occurring in the pod, some of which the juveniles report staff are not only aware of but knowingly allow to occur. (Last time he was notified was 3/6/13 by Mr. Porterfield and I regarding juvenile reporting snacks being given in exchange for favors and silence. Within the last two months, juvenile, JV , reported to Mr. Pettersen and I that they go into each other's room and body box (punch each other) and staff do not stop it. He also reported that staff allow higher level peers including himself to share snacks and cuss with them at staff desk but confront lower level peers for doing the same. He also reported that staff allows and encourages them to make lots of noise and pound on the doors of juveniles who lock themselves down (I personally have walked in on Mr. Fosdick doing this with GM and TC) and don't do anything to stop or pretend they don't hear when juveniles swear at and name call juveniles who are locked down. JV reported wanting to change pods because he wanted to change but fear he was not going to because he found it hard not to fall into the negative behavior because he knew that no one was going to confront

him. JV was asked if he would be willing to speak to Mrs. Viner regarding these concerns and he stated yes. When I called Mrs. Viner she asked that I have him speak to Ashley, which he did in the presence of Mr. Pettersen and me.)

- repeatedly ignoring requests by education staff to apply program consequences for egregious behavior occurring during the school day (last time occurring 3/6/13 during Choices Team Meeting by Mr. Donahue and me)

This list could continue on, but I will stop with those items for now. Some specific examples of the above behavior are:

3/7/13 1:15pm TC walked out of a session with our speech and language pathologist and walked up the main hallway to the Choices Hallway. I, Sabrina Payne, directed TC to stop and then stepped in his way when he chose not to stop. TC shoved me with both hands in an attempt to get passed me. TC was placed in a double arm AUF control 3 by me and Lindsay Hanson. Mr. Tinker witnessed the whole incident as he was participating in a helping circle for another one of his juveniles just down the hallway. When Mr. Tinker walked up to the incident staff informed TC that he needed to return to speech. TC stated that he wanted to join his group and provide negative feedback to a peer GM who was acting up further down the hallway. Mr. Tinker asked TC if he wanted to join his group and offer assistance to GM TC smiled and said "yes". I told TC that he could be a good example for GM by doing the right thing and returning to speech. TC stated that he did not want to be a good role model; he was not going to return to speech and wanted to be with his group. Mr. Tinker again asked TC if he wanted to rejoin his group. All other staff involved in the code stated that TC needed to return to speech as TC and GM had been misbehaving together for the past two days. Mr. Tinker ignored all staff involved and took TC to join his group in the hallway. Some background to this incident is TC has a functional behavior assessment and behavior improvement plan for special education that specifically identifies that TC's behaviors are escape/avoidance, and power and control in nature and that when TC walks out of class that he is to be stopped and returned to school with little attention and no other options given as both of these things are extremely reinforcing. Mr. Tinker has been informed of the plan on several occasions including the Choices Team Meeting the afternoon prior.

The following is an e-mail I received from a staff member who was also involved in the above incident:

3-6-13

I had a spontaneous opportunity to do some problem solving about what I thought was a hurtful decision that you and I witnessed Thursday afternoon. I spoke only for me and kept my comments constructive and empathetic. I am ready to take the next step as needed.

I took one additional step. I sent a memo to Mr. Storey, Mr. Cotton, Ms. Jorgensen, Ms. Viner, and Mr. Rigsby offering help in problem solving and offering peacemaking circles as a powerful resource for our staff. I did not mention any names or incidents. I said that in the course of some strategy-seeking discussions this week and during involvement in some incidents, I became aware of enough problems that it prompted my general notification to leadership and my offer to help.

I hope you recover well from that one more round of painful, unnecessary experiences that we witnessed.

On Tuesday, March 5th 2013, Mr. Tinker did a very similar thing with my special education trainee Mr. Adam Mapp when GM who had continuously walked out of class and was being directed by both program and education staff, that he needed to return to class and that it was not an appropriate time to talk with Mr. Tinker. Despite hearing this, Mr. Tinker walked up and took GM to his office to talk. GM smiled at staff and walked with Mr. Tinker. Daytime staff (both program and education) has worked for the past 4-6 weeks to hold consistency with both of these juveniles to increase on task behavior and decrease defiant, escape/avoidance behavior with success when Mr. Tinker was not present. When juveniles know Mr. Tinker is in the building the behavior returns. Juveniles repeatedly state that they will just continue misbehaving until

Mr. Tinker comes to get them. Mr. Tinker has been told on several occasions, including during the Choices Multipurpose Meeting the day before that when he rescues the juveniles from code situations and takes them to talk to him that he reinforces their behavior and undermines the authority of floor staff and we would appreciate it if he didn't do this. Continuously rescuing the juveniles, taking them to his office, sympathizing with their frustrations and telling them that they do not have to attend special education groups if they don't want to, only escalates negative, hostile behavior toward education staff. At times Mr. Tinker will keep juveniles in his office until the class that they do not want to attend is over and then returns them to the next class. Juveniles then refuse to attend the next class they do not want to attend stating that Mr. Tinker stated that they do not have to. Recently, I had to have Mr. Cotton and Mr. Rigsby explain to a juvenile that he does, in fact, have to attend class as required by federal law special education compliance. I know that Mr. Tinker had supported this juvenile in this refusal as he had sent e-mails asking for the juvenile's removal while said juvenile was in his office. This not only supported the juvenile in his negative behavior by assisting him in his attempt to manipulate his educational situation to suit his desires to not have to work but also left the juvenile with the feeling that he and Mr. Tinker shared in the belief that he did not have to follow education staff's directives and doing so was not going to hold him back in program.

The following is a chain of emails that took place between 9/27/2012 and October 11th of 2012 detailing specific incidents where concerns were shared regarding Mr. Tinker's disrespect of education staff in front of/to juveniles, undermine of staff, lack of willingness to work as a team, and disregard of safety concerns brought about by staff.

From: Nicholas Tinker
Sent: Wed 9/26/2012 7:13 PM
To: Sabrina Payne; Rhonda Sheets
Cc: Ashley Jorgensen
Subject: Self-lock down

Sabrina and Rhonda,

Please do not ask the Mayan students to do a chain analysis or other tasks to come out of self-lock down. The expectation for them to come out of their room is to be willing to cooperate with running their Helping Circle.

Thank you,
Nicholas

Mr. Tinker,

I'm sure you are aware that what they say and what they do are often very different things. We tried this strategy this morning and it resulted in a code red having to be called to remove him from the classroom due to refusal to comply with simple directives to sit away from a youth that he had made threatening comments about this morning. This juvenile was then placed on staff imposed room time, not self-imposed room time due to non-compliance and physically acting out by throwing things around the pod and repeatedly punching his door and the filing cabinet. That code then resulted in the other young man acting out in the classroom and refusing to run his circle up and then entering my classroom where he refused to sit where he is assigned to sit and drew pictures of guns and people being shot in the head with "I [REDACTED] hate Mayas" across the top.

We have tried taking these young men's word several times and routinely this results in these students returning to the classroom only to cause a huge scene and drawing everyone off task. It is very difficult at this point to return them to their room as they refuse to go. It appears to be very reinforcing to them by feeding into their control and attention seeking needs by giving them an audience where they can disrespect peers and staff to their heart's content. When young men ask to be released from their rooms and continue to swear and disrespect staff and peers they are not ready to return to the classroom. What do you recommend we do with them at this point? Another concern I have is that the juveniles in B-pod as a whole do not feel as though they need to respect, listen to or follow directives from anyone that is not a B-pod staff. This does not occur with juveniles in the other pods. I feel like this is occurring because they recognize that you do not support decisions made by other staff. As adults it is okay for us to disagree and discuss what we would like to see happen in the future, but it is not okay to bring the juveniles into this discussion. We should never tell juveniles that we do not support each other and or allow the juveniles to speak disrespectfully about another staff member without correcting and redirecting them back to their behavior. I was offended when you made the choice to tell T during our meeting that it is your expectation that staff do not require them to do anything prior to returning to their group after we had just done this under the direction of our supervisor. I feel that this was a passive aggressive comment that resulted in T remaining in the victim's stance and feeling justified in being disrespectful and violent. T appeared to find this comment very satisfying. Then when you made the comment

that it is okay for T to have difficulty handling "demanding, pushy people" because you can help him with that, I became even more frustrated. It is my opinion that this is the type of behavior that makes working with the b-pod students so difficult. We can all read between the lines and the juveniles' resistant, disrespectful behavior is a good indicator that it is acceptable to behave this way. Juveniles have on at least two occasions in the last few months been given level advancements days after or even the day of repeatedly calling staff profane names and walking out of class. This sends a clear message to the juveniles that they only have to be respectful to b-pod staff in order to earn their level.

We need to find a way to communicate effectively that doesn't involve placing the juveniles in a position where they feel like they can completely disregard non b-pod staff because they state that you will come in tell them they don't have to do anything. I know I am not the only staff member that is extremely frustrated with the way things are right now. It is clear to me now that you would like us not to have your kids complete a behavioral chain, but I am unclear what you would like us to do when a juvenile exits his room after making a commitment to run a circle up and then starts swearing at staff or begins creating a huge disruption in the classroom. I think I speak for all morning/day shift staff when I say that we are more than willing to follow your pod's strategies but we are just unaware of what they are. I am however, concerned with returning a non-compliant, actively disrespectful youth to the classroom. This increases the chances of an unsafe situation and absolutely creates an environment where education is not possible.

Sabrina Payne

I never received a reply.

Tim,

Despite asking Mr. Tinker several times in person, during team meetings and via e-mail, I have yet to receive any direction regarding how he would like us to handle acting out juveniles in his pod. This causes frustration because when misbehavior occurs with juveniles in his pods and his staff is not present, we are unsure of what to do. In the past we have responded to the misbehavior the same way we deal with other juveniles' misbehavior and Mr. Tinker has come in and either directly or indirectly undermined our directives to the juvenile or tells us and the juvenile(s) we are not to do what we did. The latest incident is explained in the following e-mail:

Below are and e-mails that occurred on Oct 11th 2012 regarding Rhonda Sheet's and Sabrina Payne's concerns regarding Mr. Tinker and the functioning of b-pod:

From: Rhonda Sheets
Sent: Thursday, October 11, 2012 11:37 AM
To: Tim Rigsby
Subject: Concerns.

Mr. Rigsby,

Here are my concerns in regard to Mr. Tinker and the functioning of B pod. Over the last year and two months, Mr. Tinker has not made many efforts at all to have open communication with me. In my perspective, often little has been done to address major issues that have gone on within the group. For months, the youth have made comments about education staff not being real staff members, and I believe that this has been caused by staff members that have supported education within b-pod team. Initially, there were many, many concerns within the group, that the group was underground in their behaviors, and a few of the students opened up to me about it, and I was told that they had gotten into trouble for talking to me about their concerns. In one such incidence, CK had been frustrated with the poor performance of his group. At that time, CK was acting out on a consistent basis, as was KW, and CK was reaping the consequences of it, because my understanding is that he was not allowed to advance until his group was functioning better. At that time, BH was also the senior, and the underground behavior, and use of program in an inappropriate manner was very clear. While these things have gotten somewhat better, I still have significant concerns for the group. CK was frustrated and told me that he went to Mrs. Colleen Foster with his concerns. She told his case manager, Valerie Z, about the situation. CK came to me very frustrated that he was told by Mr. Tinker and staff that he was unable to go up for reintegration due to the fact that he had talked to someone other than b pod staff in regard to what happened. I then emailed Valerie Z. about the situation, so that she would know that he was punished further for talking to Mrs. Foster about the situation. For a few days after this, Mr. Tinker avoided me, and small team meetings were very tense. I have felt unwelcome on many occasions. I have felt that Mr. Tinker and one other staff member have spoken disrespectfully to me on a few occasions in B-pod small team.

CK had quit talking to me for some time, and it was two months longer before he was allowed to “go up for reintegration”. (I believe that CK was afraid to talk to me due to fear of getting into trouble with Mr. Tinker).

The group has also felt frustrated in regards to the “helping circles” that often occur. There is an understanding that as long as a peer gets “on top” of the behavior verbally, he does not have to get “on top” of the behavior physically. There have been many helping circles that have been held, only to see the same behavior minutes later, with little accountability for the behavior, until the behavior is completely out of control. Group coordinators have told me on several occasions that their group is very dysfunctional and they feel that it is very difficult to hold people accountable, because it is not taken seriously, and there are little consequences for the behavior by the B-pod team.

CK was very disrespectful for a season toward me, and regularly called me retarded. I did not see any kind of consequences for this type of behavior, though I always wrote in the behavior log, or emailed Tinker. I did once receive an apology letter from CK only to see the behavior much worse the following day, yet it seemed that there was no loss of privilege due to that behavior. When CK was sanctioned, due to threatening, he was let off sanctions after a specific amount of time, even though it seemed that his attitude did not change at all. I also saw this kind of behavior repeatedly from KW never once receiving an apology.

KW later hit a staff member, and I asked the team in the small group meeting if he had done an LE, and his staff mentor, Lisa Bradley got frustrated, saying, “Not everything requires an LE”. I calmly stated that I understood that, and that I had only asked one student to write an LE in my stay, and that was CK P, though I had enforced other staff who had asked students to write LE’s, if not an LE, then was he required to process the event with a staff? I reminded her that KW had just hit A in the back of the head and told her that he had told me that it was premeditated for 4 days prior. Ms. Bradley also has also come across to me as abrasive when I asked to visit with KW to solve a misunderstanding that we had in the classroom one day. She did not want to allow me to pull KW from the pod, right outside the pod door to visit with him, insisting that whatever I had to say, I could say with her right there, because she was his mentor. I was respectful and did not disagree with her in front of KW I told KW my perception and frustration, and he told me his perception and frustration, and we agreed that we had misunderstood one another. It has been frustrating to be made to feel by b-pod team members that I am incompetent, but yet I remain professional with staff members in front of youth.

The group has told me over and over again; when I have tried to hold them accountable, that their behavior does not matter when they are on sanctions, because they will always get off sanctions when their time is up. The senior members of the group have felt frustration because they themselves have felt that the sanctions are not a real consequence. Often, even after being put on sanctions, the youth have gotten to participate in various privileges. They have said to me that they feel that a sanction is really just an orange shirt. While all of this was occurring with CK refused to any schoolwork whatsoever. He would only use the computer to listen to music on Encarta. I regularly logged on this behavior, and as a result, Mr. Tinker said in B-pod small team that Mr. Donahue had no problem handling it, and Mr. Buckles (which they did, he was aware that CK worked occasionally for Donahue, but did next to nothing in any of the other classrooms) appeared to have no problem handling it but we know that he has an issue with you and Miss Brown, “If I were you, I would just let a male teacher handle it”. This comment was sexist and inappropriate.

After growing tired of CK’s consistent verbal abuse (with little or no consequence), I asked CK to do a LE on the subject of respect. I am attaching the LE that I asked him to do. He did not need to look up information, and I told him that I was not attached to it being a certain length though it was recommended. I also asked him to complete it in a certain amount of time, but I then told him that he could have more time The LE asked CK to interview his peers regarding the subject. I even put the questions on there, and to think about those questions also and to write a paper based upon those answers. I told CK that my goal was not to be concerned with the length, or even the time that it was done, though initially, I gave him a set time, I told him that my concern was just that he processed the LE. Mr. Tinker was upset about this and asked me to never assign LE’s. When I was hired for this position, it was my understanding that I along with other staff members had the right to assign an appropriate LE to aid learning and to encourage positive behaviors.

Since then, there have been circumstances where education staff have tried to change behaviors by providing natural consequences for behaviors and have faced resistance by the b-pod team. Education has been providing

much of the direct care during the day time. JV has had violent acting out behaviors on several occasions with verbal threats toward staff and has been put on staff imposed room time in a few instances. Sabrina Payne had asked JV to “do a chain analysis”, in which they process ways to avoid the behavior, and consider how they ended up in that situation. This was right after JV and KW hit other staff members recently as about a month ago. The pod has become dangerous when it requires youth to restrain other youth to maintain order. Youth have feared for their safety (as have staff members), and that is not how it should be.

We need to be on one page as a team and know how to proceed with youth. From my understanding, when the other teachers have met with Mr. Tinker, there has not been a receptive ear, but instead, he has rejected their concerns, and has stated that the education team is demanding while in the presence of the youth. Mrs. Jefferies and other staff member have asked for ways to proceed with his youth on multiple occasions, with no clear direction being given. This division and lack of communication will only bring us away from the goal of providing the positive environment that these youth need. Structure and teamwork will get us there. Division and chaos will only get us further away from our goal, and that is to HELP our youth through Competency (we all need to do our jobs according to standards), Community protection (let’s start here), and accountability (common goals feedback, and reevaluating things that are not working).

My goal is not to tear down another staff member. I have made efforts to voice my opinion in appropriate manners and be respectful to the staff members mentioned above and will continue to be professional regardless of the circumstance. I apologize for this lengthy email and await your response.

For the Students,
Rhonda A. Sheets

Ashley and Tim,

I have also observed an increase in friction between juveniles in other pods because there is a perceived difference in consequence for juveniles in b-pod. For instance when a b-pod juvenile is sanctioned for acts of violence, in the other two pods they are moved back to orientation level privileges which includes the loss of personal clothing, hardcover books and pictures in their rooms. This is not the case with b-pod juveniles. They still get their clothing (undershirts, underwear, socks) and have been observed still having their personal affects in their rooms. The removal of these items is huge. The kids really don’t like it when they have to wear facility undergarments and therefore are deterred from misbehaving and encouraged to regain appropriate status to regain them. When these consequences aren’t used, there is little incentive to behave appropriately as many b-pod kids, even the higher level peers, claim that it is really fun to be checked out.

Another observed difference is removal of sanction. B-pod juveniles believe and I have observed to be accurate on several occasions that when they are sanctioned it is for a specific length of time, regardless of behavior while on sanction. For instance, if a juvenile receives a two week sanction for assault and then repeats an action that should result in a sanction they are often not resanctioned. This sets the culture that once I am sanctioned it doesn’t matter what I do. Three juveniles have outright said this to education staff and not one member of the group spoke up to refute this claim. Allowing misbehavior to occur without additional consequences, is not only unnatural it is dangerous. Juveniles believe that when they are sanctioned they are free to misbehave and nothing will happen. I program and in life there truly is not a “rock bottom”, “free ride” time. It is often hard to help student refocus on their goals when they are on sanction, but when a juvenile feels that he has basically been given a free ticket to continue down a destructive path it is nearly impossible. In the past few months juveniles have been removed from sanction and even received level promotions a few days after or the same day that they walked out of class and/or used profane language repeatedly towards staff and refused to follow staff directives. During the misbehavior, when those juveniles were asked to think about their goal of getting off sanction or earning their level, the juveniles flat out said that what they were doing my class didn’t matter and in fact they were right.

Another incident that occurred in July of this year was very concerning to me. While B and C pods were on pod restriction due to a shank being found in the b-pod upstairs restroom, Mr. Tinker attempted to take juveniles on a fun, community pass to Boise State. Some of these juveniles were still on the suspect list and the b-pod group

as a whole was being very disrespectful and dishonest in regards to completing school work and yet several of these juveniles were going to be taken off site to explore a college campus. These same juveniles were not trusted/ permitted to walk around the building. No one that I had contact with believed that b-pod juveniles had earned the privilege of going on a pass and this was share with Mr. Tinker and he still took it upon himself to try and take them. Mrs. Roters and I approached Mrs. Grimm with our concerns and the b-pod juveniles were not allowed to go. This in my opinion demonstrates Mr. Tinkers' poor boundaries and lack of willingness to work with a treatment team. Yes, he is the b-pod group leader, but in order for the treatment team to be effective we must work together and communicate our observations and come together to reach decisions that all parties can live with. When most of the treatment team feels one way and the one or two other members do things the way they wish without explaining their rationale or explaining their plans, it is difficult to provide good treatment. In order for program and education to work effectively as a team we must be on the same page. Doing this is extremely difficult when one party refuses to communicate his ideas, wishes and plans with the rest of the group. I have shared many of these concerns with Ashley, Laura, Dave, Betty, RT, and Tim with no change observed.

Sabrina Payne

The incidents included above are just a few snap shot examples of recent and not so recent behavior that offer insight into the nature and scope of the concerning behavior. It is by no means comprehensive in nature, as that would take weeks to detail the majority of the incidents and nearly impossible to remember every specific incident. When discussing incidents that occurred in the presence of other staff they often report that Mr. Tinker has been behaving in this manner for 11 years and no one's concerns have led to change. I have yet to speak to a staff member outside of a b-pod staff that is not frustrated by the functioning of b-pod and Mr. Tinker's choices when addressed. Several staff have admitted defeat and accepted that nothing with change. Others are stating that nothing will be done until someone really gets hurt and then they plan on assisting in a lawsuit. I refuse to accept that this agency is willing to knowingly allow these behaviors to occur. Having said that, I will not lie should something bad happen and I am subpoenaed to testify that, in fact, supervisors were made aware of the concerns. I am continuing to speak out because the emotional and physical wellbeing of our juveniles and staff is at stake. The juveniles that have been willing to speak up deserve to be heard and have things changed without retribution, which has occurred in the recent past. They are relying on us as staff to ensure this happens and not simply give up because causing change is difficult and no one in the past has been successful. We do not allow the juveniles to give up when the going gets tough and therefore cannot accept that behavior in ourselves. When kids know that we are aware of wrongdoing and we choose to turn our heads or throw our hands up they again believe that adults are hypocrites. We must role model the behavior we want to see in our juveniles. If we are underground and refuse to confront negative behavior, then they will continue to do the same. I hope that we can see noticeable change soon because it really is only a matter of time before something tragic happens if things don't improve.

Sabrina Payne

Special Education Teacher

JCC-Nampa

P.S. Since speaking with Mr. Pat Thompson, I have been made aware that Mr. Jim Pannell and Mr. Tim Rigsby will be meeting with Mrs. Lynn Viner on Monday March 11th 2013 to discuss these concerns.