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Parent Orientation Handbook

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CASA For The Sea
David Salle

Introduction

Parental support is the key to your child's success in our school. Typically, the more support the students receive from their parents, the more they engage in the work of the program, and the harder they work at the School.

One way that you can show support for your student is by participating in the parent orientation. This orientation involves working with an administrative member of the school staff over the initial four-week period, in order to:

- Coordinate information
- Provide the school with necessary insight about your child
- Gain a proper understanding of the school and its components, and to
- Set a solid foundation for your child's progress at the School.

The orientation includes you, the parents, scheduling a half-hour telephone call twice a week with your assigned administrative contact, so that you can cover those important aspects of the program that are too complex to address in one session.

The orientation is further enhanced by you completing a small assignment or series of "action items" after each phone call. These action items provide the School with some very important feedback that will allow us to work more effectively with your student. We need your active involvement in this orientation. After you have completed this process, you will be assigned a family representative who will continue to coordinate your student's progress with you through weekly or bi-weekly (two times per month) phone calls.

CHAPTER 1

- **Our Students**
- **Honesty**
- **Whom We Work With**
- **Action Items for Chapter 1**
- **Zero Tolerance Policy**

Our Students

Typically, the School works with students who show potential, but who may be struggling in their home, school, or community. Prior to coming to the School, many of our students are determined to “do their own thing” regardless of whom they hurt, or how they may affect their own future. Even though most of our students come from good homes, many are unappreciative and critical of their parents. Often, the students show very little respect for even the smallest of rules, standards, or values established by their parents. Some are downright rude and belligerent toward their parents and siblings. In many cases, the more the parents try to help them, the more they become resistant and openly oppositional. Parents begin to realize that they must take some form of action, because unless they do, their child’s behavior could result in some very serious problems (perhaps with the law), or dangerous situations for the child. At this stage, a highly structured environment such as that offered by the School becomes essential. Without such a controlled environment, the parents’ attempts to intervene against their child’s destructive behaviors would be futile and could even result in the destruction of the whole family structure.

Does this description sound all-too-familiar?

Honesty

As we talk to your student, will he or she accept responsibility for being here, or will he or she either be in denial or even blame you and others for being here?

Most of our students have struggled with honesty in one form or another. Honesty issues not only include outright lying, but also many other kinds of deception. For example, does your child:

- Sneak out and go somewhere other than where he/she says?
- Pretend to have done his/her homework?
- Confess to minor misdeeds, while hiding major ones?
- Do something that he/she knows you would strictly forbid?
- Take or borrow something without permission?
- Misrepresent the truth to you?

All of the preceding examples are examples of unacceptable, dishonest behaviors. It is one of the School’s major goals to work with students to develop high standards of honesty and integrity.

Has honesty ever been a problem for your child? Does he or she ever misrepresent the truth?

Whom we work with

The School is not recommended for students who are suicidal, psychotic, violent, assaultive, diabetic, schizophrenic, highly depressed, and/or who have significant mental and emotional problems, drug addictions, or traumatic brain injury.

We can recommend good treatment programs for these types of students. Some of these types of issues are hard to identify, but in the rare cases where we identify them after the student has been enrolled, we may need to refer the student to a treatment program (please refer to the Zero Tolerance Policy). Such referrals are rare, especially when students understand that their extreme misbehavior will not result in them being sent home, but instead may actually delay their return home.

Action items:

Please FAX or email to the School one or more paragraphs that describe

1. Your reasons for enrolling your child in the School, and
2. The kinds of honesty problems that your child has displayed.

ZERO TOLERANCE POLICY

The school has a **zero tolerance policy** against acts of violence and physical aggression as well as other dangerous, severely disruptive, or extremely defiant behavior exhibited by any student. These behaviors are not tolerated at the school for the following reasons:

- 1) Endangers students, staff, and the School
- 2) Distracts and significantly impedes the progress of others
- 3) Destructive to the general environment and positive peer culture
- 4) Consumes staff time and attention, cheating the other students
- 5) Allows negative role models for new or impressionable students
- 6) Influences other students to similarly misbehave or act out

Therefore, any student exhibiting these types of behaviors will be immediately expelled and transported, at the parent's expense, to Tranquility Bay, a treatment center, or to an alternative location chosen by the parents.

Specifically, the following behaviors will result in an immediate transfer to an appropriate alternative:

- a. Students who are physically aggressive or seriously threaten other students, staff, or property.
- b. Students who have to be physically restrained for their own safety or the safety of others.
- c. Students that require staff one to one intervention for longer than 8 hours or have numerous episodes requiring staff one to one intervention over a period of three days or more.
- d. Students who leave or are intently determined to leave the facility without permission.

CHAPTER 2

- **Rules and Structure: Overview**
- **Action Items for Chapter 2**
- **Code of Conduct**

Rules and Structure: Overview

Our goal for the first few months of your child's stay at the School is to get him or her to become accustomed to the structure and to learn to follow some basic rules. Most of our students struggled with rules, boundaries, and structure before coming to us; for many it was the main reason for their enrollment.

In order to address this, the School provides a very structured and regimented environment. Students are expected to obey instructions, use good manners, respect others, stand at attention, and walk in single file with their group to class or activities. As you can imagine, most students initially neither like nor appreciate this structure and regiment, but the structure and rules help the students to begin developing order in their lives. It also becomes the catalysts for students to learn new habits that will help them to succeed in life.

As students learn effectively to follow the rules, the structure and the rules are gradually and systematically relaxed. This transitional phase prepares the students to return home and succeed. The whole learning process is enhanced greatly as students participate in seminars and daily character building courses. Students, while learning to operate within rules and boundaries, are given the opportunity to gain essential life skills, insights, and motivation that are necessary for their long-term personal and academic success.

Most students will initially resist the new, structured environment, and will typically go through several phases as they adjust to it. No two students are ever the same, but they will usually go through some or all of the following stages:

Denial Phase

This phase is typified by statements like:

"I can't believe you did this to me!"

"I don't belong here!"

"I'm not learning anything; all they do is baby-sit me!"

"The kids here have much worse problems than mine!"

"They have criminals, kooks, and drug addicts here!"

Guilt Trip Phase

In this phase, we hear statements like:

“If you really loved me, you’d bring me home!”

“You don’t know how terrible it is here, or you’d get me out!”

“I’m going to starve; the food is disgusting!”

“No one cares about me; staff do whatever they want to me!”

“I’m treated like a prisoner!”

“You can’t believe the staff; they’ll tell you anything in order to keep me here!”

“The kids here are a bad influence on me. You should hear what they talk about!”

Anger Phase

At this stage typical statements are:

“If you ever want to see me again, you’d better get me out of here!”

“You’ll wish you’d never done this to me!”

“I don’t want to be your child anymore!”

Negotiation Phase

Students will frequently make statements like:

“If you bring me home, I promise there won’t be anymore problems!”

“We can work out our problems better at home as a family. We can all go to therapy together!”

“If I work hard, will you take me home by...?”

“I’m willing to work on my problems, but can’t I do it at a different school-- one that will help me?”

The agenda in each of these phases is to work on your emotions in the hope that you will take your child out of the School. If you do so, your child will not have to go through the long, hard process of making real and lasting changes. We can certainly all understand why students would try any or all of these approaches first. This is a tough school; the food isn’t as good as the "home cooked" meals you provided for

them and the accommodations aren't nearly as comfortable as your home. These are precisely some of the very reasons why the School is so effective. We have found that when parents and the School work together as a team and remain strong in their resolve that students must make changes, the students will finally reach the Acceptance Phase.

Acceptance Phase

During this phase, the student finally realizes and accepts that he or she is here until he or she makes the changes that are necessary. It is only at this stage that the School will begin to be effective for them. Let us work together to achieve that that goal!!

Action Items for Chapter 2:

Please fax or email us one or more paragraphs on the following:

1. In the past year, when your child didn't get his/her way, how did he/she handle it?
2. What methods or strategies did your child use to try and get his/her own way?

CODE OF CONDUCT

Appropriate behavior

Students are to:

- Behave in an appropriate manner.
- Refrain from rude behaviors, swearing, and being loud or boisterous.
- Required to say "Please," "thank you," and "excuse me."

Respect for School personnel

Students are required to:

- Respond appropriately to guidance and direction from the youth supervisors, teachers and others staff.
- Should *not* communicate a lack of cooperation or respect through actions, words, gestures, or facial expressions.

Grievances involving staff

Students may:

- Discuss with staff (in private) concerns about staff directions or interactions.
- Also request a conference with an individual staff member and his or her supervisor to resolve any issues.

Grievances involving other students

Students:

- Are always to be kind to each other.
- Should not degrade other students by unkind words, actions, or gestures.
- May request a conference with the student and staff member to work out any problems or potential problems.

Communications

Students are:

- Not to talk about drinking, drugs, or sex.
- Not to make negative statements about the School, the staff, the country, or other student.
- Not to tell about "war stories" or brag about inappropriate experiences.
- Are to talk respectfully about parents, authority figures and other staff.
- Should not interrupt a conversation when someone else is talking.
- Should not involve themselves in other people's business.
- Should never interfere with the staff's correction of another student.

Schooling

- Students are to be on time, whether it is for class or an activity, or completing a job or personal responsibilities.

All of the preceding are to be accomplished in a timely manner.

- Students are to obey classroom rules.

Self

Students are to:

- Avoid extremes in their dress and grooming
- Take proper care of their bodies through regular exercise, eating a balanced diet, obtaining adequate rest, etc.
- To complete jobs and assignments in a timely and cheerful manner
- Not tattoo, injure, stress or mark their bodies.

Property

Students are to:

- Be respectful of property, whether it belongs to them, others, or the School.
- Not deface, mar, misuse or destroy property or personal belongings.

These rules not only apply to intentional actions, but also to actions stemming from neglect or thoughtlessness.

- Not borrow belongings of others without permission.
- Not to manipulate or use others for their own benefit.

Manipulation includes, lying, cheating, deceiving or playing people off of each other.

Students should not ask a staff for a more favorable answer when one staff member has already told them "no". Students should not say, "Staff ____ let me do it, so why won't you?"

Participation in School life

Students should make an honest effort to participate fully in each of their daily activities and to cooperate with every aspect of School life.

CHAPTER 3

- **The Character Building Program**
- **Parent Commitment**
- **Action Items for Chapter 3**
- **Commitment Letter**

The Character Building Program

The most important component of your child's success at the School is your commitment to completion of the Character Building Program. This program is the result of decades of experience and practical application. It has been thoroughly field-tested and has been proven to produce optimum results. The Character Building Program consists of three phases.

1. Rules and Structure Phase

The first phase of the program is designed to help your child to learn to follow rules and to thrive in a structured environment. (Please refer to Chapter 2.)

2. Youth Leadership Phase

The Youth Leadership Phase provides the opportunity for the greatest growth and development in the program. This experience is essential for a number of reasons:

- ◆ The students begin to view themselves as part of a solution rather than as a part of the problem.
- ◆ The students have to learn to stand up to and confront their peers. Success here is critical to their long-term success.
- ◆ The students learn appreciation for their parents and other authority figures. Many of us adults did not really appreciate our parents until we became parents ourselves. This phase puts the student in a parent-like role, which gives them a whole new appreciation for their own parents.
- ◆ The students begin to see and understand the need for rules, limits, and boundaries.
- ◆ The students gain a better insight into their own past negative behaviors and begin to understand why they didn't work for them. (The student leaders will often observe defiant new students and ask, "Did I ever act like that?" We usually just smile and say, "Yes.")
- ◆ There isn't a better way to learn responsibility than by being required to have it. The experience of having responsibility causes students to grow.

- ◆ The students feel needed and valued.
- ◆ The students learn how to work with others and how to serve and contribute to their success.
- ◆ The students' self esteem and outlook is improved.

Students will have the opportunity to participate in the Youth Leadership Program in the following two positions: bunk leader and facility leader. Each bunk of two students is assigned a bunk leader who is responsible for both of their general conduct and adherence to school standards. Facility leaders function three days a week as a staff assistant or as an assistant to a dorm parent.

The Youth Leadership Phase is that part of the program that presents the most opportunities for your child's growth. This position of responsibility has to be earned by the student. Youth leaders have earned the respect and confidence of the staff and other students and can thus succeed in this position. Due to the importance that leadership positions play in the growth of your child, we feel it is important that your child eventually has an opportunity to function in both leadership positions, but more especially as a facility leader. The opportunity to function in a leadership role is critical for the achievement of best results.

3. Internalization Phase

This is where the students apply what they have learned, and their growth and positive changes become internalized. During the Internalization phase, the students make the transitions that will prepare them to return home. All three phases of this program are *critical*, and it is essential that your student complete each one of them. Removing your child from the program too early can be extremely counterproductive. The following two examples illustrate this point.

1. *Washing your clothes without allowing them to go through the all of the cycles.*
The clothes may appear to be clean, but you would not even think of wearing them until they had completed every necessary cycle. You would end up with a very itchy and uncomfortable set of clothes.

2. *Baking a cake.*

Your cake begins to rise in the oven as it bakes. It may look good through the oven window, but if it is pulled out too early, it usually falls.

All phases must be completed by your child in order to produce the results that you are seeking. Every person tends to work at his or her own pace. The school operates on the basis of *results* rather than on the basis of *time*. The School can only fully succeed with students who have parents that are committed to the student completing all phases of the program. Without this commitment, students tend to put in time rather than effort, and do not make the internalized changes necessary for their long-term success. It is imperative that your child understand, right from the beginning, that you are committed to them completing the entire program regardless of the time that it takes. Unless you show your child that you are committed to them completing the program, they will not take their progress seriously, and will not fully engage it in the overall process. Once they really believe that you are committed, they will begin to look at their own situation differently. They will spend their time focused on working, rather than holding on to their hope that you will be weak and noncommittal. Precious time can be lost if you do not show them your commitment. For this reason, it is very important to complete the following action items.

Action Items for Chapter 3:

1. Sign and return immediately (fax, email or mail overnight) the following Standard Commitment Letter.
2. After returning the Standard Commitment Letter to the School, we recommend that you send a personal letter to your child repeating to him your commitment to his completion of the School's Character Building Program. Your family representative will go over both letters with your son /daughter in order to help him/her realize the firmness of your commitment.

CHAPTER 4

- **Premier Educational Systems**
- **Action Items for Chapter 4**
- **Discovery Registration and Information**

Premier Educational Systems, LLC, ("Premier") is the company that contracts with the School to provide seminars and workshops, personal development courses, as well as its academic curriculum.

Seminars and Workshops:

Premier provides a series of highly effective educational seminars and workshops that are specifically designed to teach character building. During these seminars, students learn about key character-building qualities such as: accountability, honesty, integrity, trust, choices, responsibility, anger, and especially self-esteem. While students are completing their series of seminars, parents are invited to attend parent seminars held in many locations throughout the United States. The parent seminars give you the opportunity to experience first hand some of the valuable things your child is learning. While most of our parents find that the Premier seminars are of great personal value, the real benefit is that they provide parent and children with a tremendous opportunity for bonding, insight, and greater understanding through participation in a common experience. Your participation in the parent seminars is a foundation for the rebuilding of the family relationship you desire and deserve. The highlight of the Premier seminars is when parents and students are invited to attend three effective Parent/Child workshops. These are designed to assist each family in improving communications, strengthening relationships and preparing for the child's return home.

Personal Development Courses

Premier provides daily character-building and personal development course outlines. These course outlines utilize many of the best available resources such as: professional audio and video tapes, selective reading material, and progress review sessions. These courses are very effective in helping students gain new insight, motivation and direction on a day-to-day basis.

Academic Curriculum

Premier provides the school with a progressive academic curriculum that is individualized and competency based. This allows students to work at their own pace, and maximize the learning process. Students are not held back by others in class, lesson plans, teachers' schedules, course offerings, or class availability. In some cases, students may complete courses on an accelerated basis, helping those who are behind. Many of the courses are provided on computers, using state-of-the-art curricula that include interactive features, graphs, illustrations and other multimedia teaching. All courses are performance based; students only receive credits when they demonstrated that they have mastered the subject matter.

Academics Procedures

During the initial few weeks, some students participate in skill-building courses. These skill-building courses are designed to improve reading and comprehension, memory, spelling, and vocabulary. As soon as the student's transcripts are evaluated, the student is assisted in designing an ambitious course of study.

A large selection of required and elective classes is offered. Students are able to complete required credits—and even earn advanced credits—in mathematics, English, science, history, physical education, and many elective classes.

The students receive credit when they demonstrate that they have mastered the subject. In order for students to earn credit for a class and move on to the next course of study, they must pass each class at a level of 80% or better. Students must earn A's or B's, therefore, in most cases, improving the student's G.P.A. This requirement ensures that students have truly mastered the material before they receive any credit for a given class.

The academic program is based on a module system. When the student enrolls in a class—algebra, for instance—they are provided with a module, in book form, or on the computer. A module is the equivalent of a chapter. Students start with the first

module and then complete the assigned work. The staff is generally available to assist them. At the end of the module a test is given, and the student must pass the test with a score of 80% or higher. If students do not pass the test, the teacher assists them in evaluating the areas of the test where they did not achieve a passing grade. Students are able to go back and study the specific material they have not yet mastered. Students can then take another test for that module. When they pass the module test, the student can move on to the next module. This requirement that students master each module before progressing on ensures that they have the foundation of knowledge needed for later, more advanced study.

The academic program at the school has been designed to work successfully for students at all levels of academic preparation, from college-prep students to those who are learning-disabled.

While the School provides an independent study system that allows students to accelerate their credits and academic competency, the School does not award credits for time in class. Credits are only awarded for work completed and competency achieved. The School, therefore, cannot ensure how quickly individual students will receive credits.

We encourage you to ensure that all necessary transcripts are sent to the School as quickly as possible so that your child's educational plan may be created. Be aware that schools typically delay forwarding transcripts for such reasons as outstanding library fines, overdue books, etc.

Action Items for Chapter 4

1. Register for the Discovery seminar (see below)
2. Please ensure that all necessary transcripts have been sent to the School so that your child's educational plan may be created. Please take into consideration the fact that schools typically delay sending transcripts for a variety of bureaucratic reasons

DISCOVERY REGISTRATION and INFORMATION

To find out information about attending an upcoming Discovery seminar (times, dates, and location) go to www.premier-ed.com and click on Seminars; then click on Schedules at the left hand side. Click on Adult/Premier and follow the instructions from there to find the next seminar in your desired location. There is no charge for the Discovery training for parents, grandparents, or step-parents. To reserve your space in a seminar, you must complete the REGISTRATION on-line or by calling (435) 627-2584. Seminar space is limited, so please register as soon as possible. All information concerning schedules, hotels, dates, and locations are posted on the web site. If you need additional forms for any reason, a copy of the form may be printed from the web site.

If you do not have email or Internet access, you may call the Premier Information system to obtain schedules, general information and registration material at (435) 627-2584. Your assistance in keeping the volume of calls down by use of the information system will allow us to better serve you when a call is required. If you need to speak with someone, please call the Premier Seminar Office at (435) 986-9833.

You are responsible for making the necessary hotel reservations. When making your reservation, please inform the hotel that you are with the Premier seminars. We have blocked off a number of rooms at a special rate for our parents. The room block is held until three weeks before the training.

MAKE YOUR RESERVATION AS SOON AS POSSIBLE TO OBTAIN OUR CORPORATE RATE.

Do not wait for confirmation from the Premier office to reserve your room. Once the release date is past, the hotel may not honor the seminar rate.

DO NOT MAKE FLIGHT ARRANGEMENTS UNTIL YOU HAVE BEEN CONFIRMED INTO THE SEMINAR. YOU WILL RECEIVE A CONFIRMATION LETTER FROM THE PREMIER OFFICE!

We *strongly* recommend that you attend Discovery as soon as possible.

CHAPTER 5

- **The Merit System**
- **Rule Violations**
- **Earning Status**
- **Action Items for Chapter 5**
- **Academic Merit Sheet**

Merits

Merits are primarily awarded by the student in what we call a “Self-Directed Process”. Developing Self Direction or Internal Direction rather than requiring continued External Direction is the long term key to your child’s success. In order to foster self-direction, students evaluate their own progress each day, and award themselves “merits.” Staff then review student evaluations and merits to provide a safety net for those who would exaggerate their scoring or exploit the system. There are students who attempt to do so but they are the exception rather than the rule. Our experience is that when people evaluate themselves, they tend to be quite accurate or maybe even critical than others would be. Since the evaluation is their own personal one, it means more to them, and they have a reason to be as accurate as possible. They begin to understand more clearly what they need to do differently so they can give themselves a higher evaluation. They come to realize that they themselves, and not the staff or others, are responsible for their own progress. There is no one holding them back. They begin to feel more empowered and motivated, and as they do so, they begin to make progress. Furthermore, once they have completed the School program, they will continue with this same “Self-Directed Process” during their first few months at home.

Scoring

The student’s merits are based on the student’s self-evaluation. Students receive a rating in one of the following categories: “exemplary,” “good,” “some improvement needed,” “unsatisfactory,” or “staff correction.” Each rating has a merit value:

- Exemplary = 3 merits,
- Good = 2 merits,
- Some Improvement Needed = 1 merit,
- Unsatisfactory = 0 merits.

The students will rate themselves daily on:

Academic Progress	Are they really putting an effort into completing their academic work?
Classroom Citizenship	How was their behavior in the classroom?
Overall Attitude	How was their attitude with other students and staff?
Cooperation	Did they cooperate with other students and staff?
Relationships	How much effort did they make in developing relationships with other students and staff?
Responsibilities	How well were their bunk, room & chores done, and how was their dress & grooming?
Reflections	What was their level of participation in the reflections process and their reports on the daily emotional growth courses?
Review Meetings	What was their level of participation in the review meetings?

Students have an opportunity to award themselves up to 30 merits per day. An average score would be around 20 merits per day (the evaluation form may be found at the end of this chapter). The merit system places responsibility for progress and change squarely upon the student. It emphasizes ownership of the process, and does not reward merely going through the motions. In this system, we create an environment, and provide resources whereby students are more keenly focused and aware of their own accountability in determining their own results. Thus, as students become increasingly self-directed, they see the progress that they are making, and are encouraged to become more actively involved in their own successes.

If a staff member disagrees with the student's rating, and feels he/she is trying to exploit the system, he or she can award a staff correction and the student will receive

three less merits (-3). At the end of each day, each student completes his/her evaluation form and the staff reviews it. The student totals his/her merits, the staff then makes any necessary adjustments by subtracting merits or any staff corrections and then deducting any demerits for rule violations. The resulting daily total of merits earned each day is then accumulated on an ongoing basis.

Leadership evaluation

Students also have an opportunity to award themselves up to 12 bonus merits for leadership. Students can earn merits for each day they serve as a bunk leader or a facility leader. Students evaluate themselves using the same scoring:

- Exemplary = 3 merits,
- Good = 2 merits,
- Some Improvement Needed = 1 merit,
- Unsatisfactory = 0 merits,
- Staff Correction = -3 merits.

Leaders evaluate themselves in the following areas:

Example	How well did they set a good example for the other students at all times and places?
Influence	Do they take every opportunity to positively influence other students?
Assistance	Do they assist the staff in any possible way? Do they inform the staff of any problems or potential problems?
Standards	Do they help ensure that the facility standards and structure are followed?

Additional Merits

Students have the opportunity to gain bonus merit points on the basis of the following:

- Assistant bunk leaders = up to 2 merits each day.
- Successful completion of the Discovery seminar
= up to 200 merits
- Successful completion of the Focus seminar
= up to 400 merits
- Successfully staffing any seminar with commendation
= up to 100 merits.
- Completion of each academic course
= 50 merits .

over
300
Level 2

Demerits

Demerits, like merits, are mostly awarded by the individual student. This process is accomplished through self-corrections. When a student has a rule violation, staff will usually give students the option of doing a "self-correction". Self-corrections are when students take responsibility for their actions and outline how they are going to make behavioral corrections in the future. As a result, the consequences are significantly reduced.

CATEGORY OF RULE VIOLATION	REGULAR CONSEQUENCES	SELF CORRECTION
CATEGORY 1: 101 Rude Act 102 Rude Manners 103 Rude Comments 104 Inappropriate Comments ✓ 105 Unsatisfactory Effort ✓ 106 Unsatisfactory Attitude ✓ 107 Late ✓ 108 Unsatisfactory Inspection ✗ 109 Manipulation ✓ 110 Horseplay	25 Demerits 125	5 Demerits

111 Dress Code Violation		
CATEGORY 2: 201 Disrespect to A Peer 202 Disrespect to Staff or Parents 203 Disrespect to Property (banging against walls etc.) ✗ 204 Disrupting School ✓ 205 Dishonesty - by omission or ✓ coverup 206 Not Following Directions 207 Breaking Confidentiality 208 Gossip or Rumor-Spreading 209 Out of Area 210 Unauthorized Communication with Other Student 211 Violating rules that are unique to the home or school	50 Demerits 10 Study Hall Points 100	25 Demerits
CATEGORY 3: 301 Major Rude Act 302 Major Horseplay 303 Shutdown Violation 304 Petty Theft 305 Violation of Visit 306 Major Mischief 307 Defacing (Restitution) 308 Blatant Rule Violation 309 Negative Attitude - Major 310 Runaway Talk 311 Major Dishonesty 312 Academic Deficiency ✓ 313 Physical Intimidation (Bullying)	80 Demerits 20 Study Hall Points 100 160	50 Demerits

314 Major Disrespect 315 Illegal Items ✓ 316 Lending/Borrowing		
CATEGORY 4: 401 Insubordination 402 School/Activity Removal ✓ 403 Work Sheet Removal 404 Refusal ✓ 405 Theft 406 Vandalism (Restitution) 407 Fighting 408 Tattooing/Piercing/Disfiguring 409 Cheating in School 410 Runaway Plans	Loss of 3 Statuses with minimum merits 50 Study Hall Points 100	Loss of 2 Statuses with minimum merits 30 Study Hall Points
CATEGORY 5: 501 Tobacco ✓ 502 Alcohol/Drugs ✓ 503 Disruptive Removal 504 Serious Misconduct 505 Run Away 506 Out of Control 507 Self-Inflicted Injury	Move to Regular Status with Zero Merits 80 Study Hall Points 160	Move to Regular Status with Zero Merits 60 Study Hall Points

If students do not have the merit points to use as demerits, they will go to Study Hall automatically.

Study Hall Points

Students obtain points each day during six, two-hour sessions of study hall. Academic work or special worksheets are completed in study hall with a ten-to-fifteen-minute break within every two-hour session. During each session, students can earn 3, 2, 1, or 0 points, based on how much academic work they have completed. Three times per day, students have fitness class. They may also earn 3, 2, 1, or 0 points for each session of fitness, depending on their participation. In addition to academic work and

fitness, students may also receive up to eight points for good behavior, during each two-hour session if they do not receive any “structure” violations.

Structure includes staying in the assigned study space without talking, distracting others, or being distracted.

- Structure violation = -2 two points.
- 2nd structure violation = -2 additional points
- 3rd structure violation = -2 additional points
- 4th structure violation = 0 points for the session AND
Notice that further violations will result in the student receiving a Category 4 “Study Hall Removal”
- 5th structure violation = Category 4 “Study Hall Removal” for refusing to cooperate with the study hall structure, and the student may even be placed in an intervention office until he or she is willing to participate appropriately in the study hall process.

Academic Deficiency

Teachers review closely the amount and quality of work of students’ work on a daily basis. If they determine that a student has not completed a satisfactory amount of academic work that day, the teacher gives a warning “Pink Slip.” If the student receives two Pink Slips in one week, he/she receives a Category 3 – “Academic Deficiency”

Loss of Status:

When students receive a loss of status, they revert to the appropriate prior status with the minimum amount of merits for it. For example, if students on Honor status lose two statuses, they would revert to Advanced status with 1,000 merits, which is the minimum amount of merits for Advanced status. The lowest the student may be moved to is Regular status with zero merits. For example, if a student is on Achievement status and loses 3 statuses the student would move back to Regular status with zero merits.

EARNING STATUS

- Regular:** Students start out on Regular status; students on this status participate in the regular schedule or activities, but must be with a staff member at all times.
- Achievement:** Students can advance to Achievement status when they have accumulated 200 merits. Students can purchase snacks from the School store on Fridays and Saturdays during the educational video and also on Sundays.
- Advanced:** Students can advance to Advanced level when they have accumulated 1,000 merits and have successfully completed the Discovery and Focus seminars. They must also have been approved by the staff and the student council. Additionally, they must be "voted up" by the Advancement Committee (compiled of students and staff.) Advanced status students have all of the Achievement status privileges; moreover they may attend two "special" on grounds activities per month. Advanced status students can start calling home as arranged with their family representative. Students will be allowed one home phone call per month.
- Service:** Students can advance to Service status when they have accumulated 2,400 merits and have successfully completed both the Accountability seminars, and have been approved by the staff and the student council. Service status students start over with 0 points and must earn 1600 merits or more to move to Honor status. Service status students have all the privileges of lower statuses, plus two additional "Special" on-grounds activities per month. Service status students may set their own schedule with the exception of wake up, meals, group, three fitness classes, first and last academic periods and shut-down times. Service status students also have the opportunity as well as the responsibility of participating in the Youth Leadership program. Service status students are required to function as a staff assistant for three days per week. Service status students are eligible for family day visits.

Students must always let staff know what they are doing. Students on this status will be allowed two home phone calls per month.

Honor: Students can advance to Honor status when they have accumulated 1600 merits and have staffed a minimum of two seminars (one a Focus), with commendation. Honor status students start over with 0 merits and must earn 1600 merits or more to move to High Honor status. Honor status students have all the privileges of lower statuses as well as the responsibility of functioning three days per week as a staff assistant. Honor status students have two off-grounds activities per month. Honor status students are eligible for overnight visits. Such students will be allowed three home phone calls per month.

High Honor: Students can advance to High Honor status when they have accumulated 1600 Merits and have staffed a minimum of three seminars (one of which must be a Discovery), with a commendation. Students may apply for Parent/Child III when they have accumulated 1200 merits, but are not eligible to attend the Parent/Child III Workshop until they have received 400 merits, for a total of 1600 merits. High Honor status students have all the privileges of lower statuses as well as the responsibility of functioning three days a week as a staff assistant. High Honor status students have two additional off-grounds activities each month. High Honor status students are eligible for home visits. The student will be allowed four home phone calls per month.

Situational Probation

The staff, with the approval of the Director, may place a student, at Advanced to High Honor Status, on probation in situations where the staff feels that the student is not making an honest effort to maintain the standards expected for his or her particular status. Probation serves notice to the students that they are slipping in their progress or need to make some changes. The student may even lose some or all of his/her privileges until he is taken off probation. At this point, the staff and director approve the student for reinstatement.

Action Items for Chapter 5

1. Review the list of rule violations and write down the number of violations your child had the month before he/she came into the school.
2. Tally the number of demerits and/or Study Hall points he or she would have received had he/she been enrolled in the Program.

ACADEMIC MERIT SHEET

NAME _____ Week Beginning _____

TEACHER _____ Morning _____ Afternoon _____

ACADEMIC PROGRESS: Monday Tuesday Wednesday Thursday Friday

Course # 1

Lesson (Start of the day) _____

Lesson (End of the day) _____

Course # 2

Lesson (Start of the day) _____

Lesson (End of the day) _____

ACADEMIC MERITS

3-Exemplary 2- Good 1- Some Improvement Needed 0-Unsatisfactory; Staff Correction -3

Monday Tuesday Wednesday Thursday Friday

Self Staff Self Staff Self Staff Self Staff Self Staff

Course # 1

Work Completed

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Citizenship

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Course # 2

Work Completed

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Citizenship

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Self Total

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Staff Total

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Grand Total

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Total points from previous week _____

DAILY MERIT SHEET														
NAME:		WEEK BEGINNING												
SCORING SCALE:		LAST WEEK POINT TOTAL: _____												
3-Exemplary 2-Good 1-Slight Improvement Needed 0-Unsatisfactory Staff Correction -3														
	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY		SATURDAY		SUNDAY	
	SELF	STAFF	SELF	STAFF	SELF	STAFF	SELF	STAFF	SELF	STAFF	SELF	STAFF	SELF	STAFF
RECEPTIVENESS														
Attitude														
Cooperation														
RELATIONSHIPS														
Staff														
Peers														
RESPONSIBILITIES														
Room & Chores														
Dress & Grooming														
REFLECTIONS														
Participation														
REVIEW MEETINGS														
Participation														
SELF TOTAL														
STAFF TOTAL														
TOTAL MERITS														
LEADERSHIP														
Example														
(Sets a good example for the other students at all times & places)														
Influence														
(Takes every opportunity to positively influence other students)														
Assistance														
(Assists the Staff in any possible way, informs the staff of any problems or potential problems)														
Standards														
(Helps ensure that the Facility Standards and Structure are followed)														
SELF TOTAL														
STAFF TOTAL														
TOTAL														
MERITS														
LEADERSHIP														
DEMERITS														
DAILY TOTAL														
GRAND TOTAL														
Total from yesterdays plus todays points														

[illegible]

SELF-CORRECTION FORM

Student Name: _____

Date: _____ Time: _____

I am taking responsibility for the following rule violation: _____

CODE _____

I will make the following correction in the future: _____

Student Signature

STAFF-CORRECTION FORM

Student Name: _____

Date: _____ Time: _____

Rule Violation: _____

CODE _____

Staff Signature

CHAPTER 6

- **Communication**
- **Family Representative**
- **Communication with Your Child**
- **Mail**
- **Visits**
- **Preface to the Grievance Procedure**
- **Student Grievance Policy**
- **School Website**
- **BBS**
- **The Source**
- **Family Support Groups**
- **Action Items for Chapter 6**
- **Student Grievance Form**

Communication

Results can best be realized when both parents and the School support each other. Students often try to thwart that relationship—for obvious reasons. A favorite tactic used by students is telling us what terrible parents you are, at the same time telling you what a dreadful school we are. It is critical that we support each other, or else students feel justified in not working towards making changes in their lives. The students may prefer that we are both focused on each other's imperfections rather than what the student needs to do. Communication between parents and the School is vital in the support process. The specific communication elements of your School (addressed in this chapter) have been created and implemented to assist you and your family as you move forward towards achieving the goals you desire for your family.

Family Representative

A key member of our staff in the area of communication between the School and your family is your family representative. The main role of the family representative is to ensure that your child is receiving quality care and opportunities for effective growth. Your child's family representative watch over your child's needs and progress on your behalf. The family representative is in regular contact with your child and is your point of contact with the School. The family representative will contact you to set up a regularly-scheduled phone call, in order to coordinate updates and progress reports. As a rule, these regularly scheduled phone calls take place every two weeks. Your family representative, however, will try to establish a schedule that will meet your family's needs. You should understand, however, that a number of factors may influence scheduling of these phone calls. Such factors include:

- Office hours,
- Other previously scheduled phone calls,
- Regularly scheduled meetings, and
- Other commitments associated with working with students

We appreciate your understanding if we are unable to schedule a phone call with you at exactly the time you desire.

It is very important that you call your family representatives at the regular scheduled time. If you are unable to call your family representative within five minutes of your

scheduled time, you will need to call at your next scheduled time, unless it is an emergency. Please be aware that family representatives have prior scheduling commitments that do not allow them to receive or make calls in between regularly scheduled phone calls. You may contact your family representative by email between scheduled phone calls if necessary. Please note that any calls from your family representative would only be for some special reason and will only be made on a collect basis.

Please be aware that due to staff changes, promotions and other factors, your family representative may change. Such changes can offer added benefits to your child, such as an opportunity for them, and you, to see how they handle and adjust to change. An important life lesson, as change is a constant in life.

Family Representative _____

Phone No. _____

Email: _____

Communication with Your Child

Mail

You may correspond by mail as often as you desire, but your child will receive mail only on scheduled mail days. Family representatives suggest that one letter per week is adequate.

Telephone Privileges

As indicated in the enrollment agreement, phone calls are a privilege that your child must earn by attaining Advanced status. The time it takes to reach this level varies from child to child; the process is an important and necessary one. Your child will appreciate the phone calls to you much more when he or she has to work hard to earn them. Phone calls any earlier in your child's progress would be destructive and disruptive, as he/she may be more concerned about trying to convince you that he/she should be taken out of the School—this rather than focusing on his/her own progress or making necessary changes. Even when phone calls are finally permitted, they are short and not too frequent. There are sound reasons for doing so;

- It helps keep parental costs down. All calls are on a **collect basis**.
- All phone calls require a substantial amount of effort and logistics to complete.

It is worth repeating that it is critical that your child view talking to you on the phone as a privilege that he/she must earn or else we short change the learning process.

Exceptions

PLEASE DO NOT ASK US TO MAKE AN EXCEPTION just so that you can speak to your child if he/she has not earned telephone privileges! It is unfair to the other students and their parents to do so. Although they may appear harmless or insignificant, exceptions affect all students. Word quickly spreads and staff are inundated with questions like, "Why does Tom get to make a phone call and I don't?" Or, "Don't my parents want to talk to me on the phone as badly as Tom's?" Telephone privileges are such a sensitive area that we have stated up front in the enrollment agreement that no phone calls are allowed before students earn Achievement status. Once students have earned phone privileges, they are only permitted to call their parents/guardians.

Mailing Address for Student:

Packages

Packages may be sent only on your student's birthday and at Christmas. Students often ask their parents to send them packages at other times. Some of the items requested may not really be needed or even appropriate. We are always happy to verify the need for any requested item. Even if your child has a legitimate need for some item, it is usually better to let us obtain it and then have you reimburse us. Sending a package takes a long time and may be lost, stolen, or have items spoiled or damaged. Please do NOT send snack foods, as this undermines the system of status privileges.

Mail

Only parents may send mail to the students. All mail sent to the students is opened in the present of a staff member, and is thus monitored for contraband or inappropriate items.

Students may only send mail to their parents (or guardians); the parents can then distribute it as they see fit. The School requests that parents obtain a return address stamp or stickers, and send one to their family representative. Doing so helps ensure that mail is coming only from, or going to, parents.

Visits

We recommend your first visit be the Parent/Child 1 (PC1) workshop held at the School. You will be scheduled for a PC1 workshop shortly after your child has been in the school for seven months. Other criteria are the student must complete Focus, and the parent must complete Discovery. Upon review and approval of the School, a PC1 can be scheduled earlier if both the parent and the child have completed Focus.

Exceptions

As with phone privileges please **REFRAIN FROM REQUESTING ANY EXCEPTIONS** to the visiting rules as they, too negatively affect the progress of ALL students in the School—including your child. Parents agree to these conditions when they enrolled their child at the School.

Visitors, other than parents, must be approved by both the parents and the family representative. Together they will determine the structure of the visit. All visits (on-grounds visits, off-grounds visits, and home visits) are scheduled with the family representative. The initial visit will only be approved if the telephone calls with the parents have been productive.

Once your child reaches Honor Status, your child is eligible for overnight visits within the vicinity of the School. The family representative will confer with the Administration to determine eligibility.

When your child achieves High Honor Status, home visits are encouraged and recommended. Home visits are crucial as a testing ground for the student's eventual return home. Home visits are not considered before the student is on High Honor Status. Home visits are determined on an individual basis according to each student's progress.

Preface to the Grievance Procedure

Occasionally, students make it difficult for their parents by claiming that they have been treated unfairly. They may also feel or represent that certain conditions exist at the School that are not in their best interest. Parents may wonder whether their child is manipulating them or there is a valid concern. The grievance policy allows students and parents to air these concerns and have them properly reviewed by persons inside, and outside, the School.

If your child has a complaint, encourage him/her to use the grievance procedure. The grievance procedure is designed with the need for clear communication in mind. It allows your child's concerns to be directed to the appropriate administrative personnel. The School is more than willing to send parents a copy of the grievance, the proceedings and the findings on each level of appeal. Such openness is designed to keep all parties informed. The School actively encourages parents to participate in the process.

Encouraging students to utilize the grievance procedure fosters ownership in the solution. Non-participation in the procedure by students tends to indicate that either the issue was not particularly important, or that they have another agenda. Experience indicates that these agendas often include manipulation of parents and their emotions. i.e. 'pushing your buttons' or exploiting your emotions and reactions.

The grievance policy also allows parents to disengage and let their child take personal responsibility. Doing so also breaks the cycle of non-working patterns where parents rescue their child, or solve their issues for them. Parental behaviors of this sort deprive their children of an important opportunity to solve their own problems, and important growth and development opportunities.

Student Grievance Policy

Philosophy

“To ensure that all students receive fair and equitable treatment within the policies and procedures of the School.”

Policy

If a student feels that he/she has been treated unfairly, he/she may file a grievance by filling out a form and placing it in the grievance/suggestion box (located in the dining area) or giving it to the School director. All grievances are reviewed by the staff assigned by the administration. All findings may be appealed.

Levels of Appeal

- Special Review Board assigned by the director
- Independent Review
- Director

See below for an example of the **Student Grievance Form** available to the students at their School.

Procedures and Process to Address Parent Concerns

There is an operational chain of command for parents with concerns. As with most issues, the first point of contact is the family representative. The following outlines the order of contact. If concerns are not addressed at one level, then parents should feel free to take them to the next level.

1. Family Representative Name: _____

Phone No. _____

Email: _____

2. Administrator Name: _____

Phone No. _____

Email: _____

3. Facility Director

Name: _____

Phone No. _____

Email: _____

School Website

Your School has a website that is filled with information such as:

- * Student activities and photos
- * Campus photos
- * School news
- * School information
- * Appreciation letters
- * Staff information
- * Resources, such as where to stay or eat when you come to PC1 or for an on-grounds visit

Bulletin Board Service (BBS)

Within the first days of your child enrolling in the School, you will be issued a BBS account, **provided you have given your family representative an accurate email address.** You will receive an email with the URL link to the login page along with your account information. The BBS is a communication service and support that you can access 24 hours a day, 7 days a week. It is a very active Bulletin Board Service of program families, and graduates. Occasionally, facility staff will answer questions, make comments and/or offer coaching. Pictures of seminar completions will be posted to the BBS. Through the BBS, parents find tremendous support from other families

who are faced with similar challenges and experiences. They will also be your biggest cheerleaders and some of your best coaches. Many parents will tell you the BBS has been a life-saver.

Your email address: _____

Password: _____

The Source

The Source, a magazine supported by the School, is a supportive communication tool. *The Source* features events, updates, and current happenings. It also offers hope, encouragement, and support. *The Source* is a monthly on-line magazine filled with articles authored by the students, their families, program staff and seminar staff.

Family Support Groups

Family Support Groups are located throughout the country. These groups have been organized in geographic locations. They are facilitated and supported by program families, just like yours. Having a child with special needs, such as a teen whose life has spiraled out of control, creates its own unique dynamics, stresses and strains. No one understands any better than someone who has “walked in your shoes.” These families understand your journey and will be there to offer you encouragement, applaud your courage, and celebrate your joys and victories.

Your local Family Support Group:

Contact person(s): **Name:** _____

Phone No. _____

Email address: _____

Name: _____

Phone No. _____

Email address: _____

Action items for Chapter 6:

1. Make your first post to the BBS.
2. Contact your local Family Support Group leader. Introduce yourself and find out where and when the next meeting is going to be

Student Grievance Form

NAME _____

DATE _____

I am filing a grievance as described below:

Signed _____ Received By
Date _____

Grievance Reviewed by _____
Date _____

Appeal requested: Yes: _____ No: _____

Signed _____
Staff

Date _____

Signed _____
Student

Date _____

CHAPTER 7

- **Daily Schedule Course Description**
- **Supervision**
- **Clothing and Personal Items**
- **Illnesses and Injuries**
- **Medical Intervention**
- **Medications**
- **Intervention**
- **Physical Intervention**
- **Billing**
- **Completion**
- **Student Completion Checklist**
- **Action Item for Chapter 7**

DAILY SCHEDULE COURSE DESCRIPTION

Tape-Character Building (Audio): Students listen to a 30-minute cassette tape by a motivational and self-improvement expert such as Zig Ziglar, Dr. Bradshaw, Stephen Covey, and Tony Robbins.

Video-Character Building: Students watch educational and motivational videos that teach character and skill building. Some of these videos specifically address addictions and the process to overcome them. Examples of these are: *Alternative to Violence*, *Price Tag of Sex*, *The Power of Choice*, *Teens' Guide to Improving Self Esteem*, *Decision Making for Kids*, and *Twelve Steps*.

Inspection: Students are inspected for proper grooming, dress, hygiene, and proper care of their bed, clothing belongings, and room.

Physical Education: Physical education is the involvement in constructive physical activities and sports such as basketball, soccer, volleyball, etc.

Leisure Education.: During the first 20 minutes of this class, the students play cards, board games or other games as assigned by the staff. During the last 40 minutes, the students may play any approved games of their choice, or they may undertake arts and crafts projects, etc.

Work Project: Work projects are designed to improve and maintain the grounds or facilities.

Educational Video: Examples of this type of video are science or history videos produced by the National Geographic, Public Broadcast System, and specials from ABC, or CBS News.

Movies: These are classics or especially selected movies promoting a positive message. Movies are only shown on the weekends.

Prep-time: Students prepare for bed and shutdown.

Music: Students sing popular but meaningful songs through the use of a karaoke

machine.

Class: Junior high and high school curricula are completed through an independent study course designed to maximize learning and the earning of credits. Curricula are directed by a teacher or tutor.

Fitness: 30 minutes of walking, jogging, calisthenics, or other set exercises.

Language: A class to learn a foreign language.

Progress Review: Students' progress is reviewed in a peer group process facilitated by the staff. Students share what they have learned, and give and receive feedback on their problems, progress, and the solutions they have devised.

Reflections: Just before preparing for shut-down, students complete a report in which they reflect upon the day—especially what they learned in their daily character building courses (audio tapes, videos, or progress reviews).

Break: Supervised outdoor free time when students can read, write letters, talk, play cards, or just enjoy the sun.

SUPERVISION

The amount of supervision varies with each student and depends upon the student's current status. The School provides a high level of supervision but it is understood that the supervision provided, regardless of status, does not guarantee that accidents, injuries, self harm, fighting, acts of physical aggression, runaways, suicide attempts, sexual activity or use of alcohol, tobacco or other harmful substances cannot happen. These risks are present in any segment of society no matter how closely supervised or protected.

CLOTHING AND PERSONAL ITEMS

Students wear uniforms, thus minimizing the need for any additional clothing. The School also recommends that personal belongings be kept to a minimum. Anything that is sent that is not on the "Things To Bring" list will be confiscated with no

guarantee of return. For this reason the School recommends that expensive or sentimental items are left at home or are at the School only at the sole risk of the student or Sponsors.

WE STRONGLY RECOMMEND THAT SUCH ITEMS BE SENT ONLY IF INSURED AGAINST LOSS OR DAMAGE UNDER YOUR HOMEOWNERS POLICY.

As the Enrollment Agreement clearly indicates, the School is not responsible for lost, stolen, or damaged items. Each student shall be solely responsible for the care of their property.

ILLNESSES AND INJURIES

Many of the activities in which students participate may involve some risk. There are also some inherent risks of illness, including, but not limited to, illnesses that are contagious; illnesses or health risks that are common to the geographic location, illnesses connected to food services, etc. There is also risk of acts of nature, etc.

MEDICAL INTERVENTION

The staff have to make numerous decisions about when to seek medical/dental help for students ranging from small to serious ailments, injuries, or needs. The staff try to make decisions taking into consideration a balance between added costs to the parent for medical care, and true medical need of the student. The staff, like any parent, can miscalculate the timing or need of medical intervention. The Staff make these "judgment calls" in a good faith effort for and in behalf of the parents. Any such "judgment calls" are subject to human error, especially since many of these judgment calls would have to be made by non-medical staff. The School makes no representation and accepts no liability for the performance of any physician, dentist, clinic, or hospital to which the student is delivered for medical intervention.

MEDICATIONS

Medication is self administered by the student under the general supervision of non-medical staff member. Because of the difficulty and logistics involved with medications, it is possible there may be times the student may not have access to medications for certain periods of time. Because all medication is essentially self-administered, problems or mistakes are possible. For these reasons, enrollment in this school is not recommended in cases where medications are paramount to the student's physical, mental, or emotional well being.

INTERVENTION

Students are placed on Intervention status anytime they are having a hard time coping with the normal structure of the School. Intervention is an office where students can talk things over and sort things out with their bunk leader (or other peer leader) and assigned staff away from the normal pressures of the School or their peers.

Student can be placed on Intervention status at their own request or at the request of staff, but before the student returns to study hall or any other assigned activity, the student is required to write a 1,000 word essay on what his/her goals are for the rest of the day.

PHYSICAL INTERVENTION

The school is designed to minimize the need for physical restraining students; in fact, most students will go through their entire School experience without ever needing to be on the receiving end of a physical intervention. We do work with highly oppositional students, however, who can be volatile, confrontational, resistive, and aggressive. Such students occasionally make the need for physical intervention unavoidable. Staff members are only authorized to restrain a student as a last resort in order to protect the student, staff, or others.

BILLING

Our billing is handled by R & B Billing. Their procedures are as follows:

Approximately three weeks before your assigned billing due date, you will receive your monthly bill. They will also send a helpful reminder letter about a week later to assist you in keeping your account current and to prevent you from accruing the costly penalty fees explained in your Enrollment Agreement.

If for some reason they have not received your remittance payment within three days after your due date, they will overnight a letter to you. They will also enclose a return envelope to use for your payment. A charge of \$40.00 dollars will be billed to your account to cover the cost of the overnight service. This will be far less expensive than the significant daily penalties that will occur if the payment is not received within five days of the due date.

If they have not received your payment by the fifth day past the due date, you will automatically be disqualified for the cash-in-advance discount.

In addition to monthly tuition, parents agree to pay for the following expenses incurred by the child. Such expenses will be billed to the parents monthly, as they occur:

- Medical, dental, orthodontic, optical, urinalysis, medication, lab work, etc.
- Transportation to or from the School for any reason
- Clothing
- Haircuts, etc.
- Postage
- All phone calls from the student or the School
- Supervision and transportation costs for special needs or activities that are separate from the regular programs of the School (e.g., doctor and dental appointments, travel to and from airports)
- Incidental expenditures (\$95.00 per month). Incidental expenditures include such items as:
 - a. personal necessities (shampoo, conditioner, toothpaste, paper supplies, etc.),
 - b. craft projects,
 - c. fines, and
 - d. activities (hiking, sightseeing, movies, fishing, etc.).

- All students on medication prescribed by a psychiatrist require additional ongoing doctor's reviews.
- The School services do not include any formal individual therapy sessions. Individual therapy sessions, while usually not needed or recommended, may be obtained for \$100.00 per hour.
- Other expenses related to the well being or needs of the student not otherwise provided.

COMPLETION

The best results can be realized when you are committed to having your child complete all phases of the Character Building Program.

There are various criteria for completing the Character Building program . The student must:

- a. Successfully complete each of the seminars, as well as all phases of the Parent/Child Workshops.
- b. Staff a minimum of four seminars. Staffing the seminars provides the student with opportunities to review, reinforce and assimilate the concepts taught there.
- c. Successfully complete all status levels. Each status is earned by hard work in each of the character-building courses, academics, seminars and the physical fitness program.
- d. To the satisfaction of his parents and family representative, resolve any and all issues that would impede a successful return to his family and home.
- e. Demonstrate follow through, and that new habits are being formed.
- f. Successfully completes two home visits; the first is shorter in length and the second any subsequent visits are lengthy.

- g. Have functioned as both as a bunk leader and facility leader. The Youth Leadership program is that part of the program which results in the most growth for students. He/she should have functioned as a facility leader for at least six months.
- h. Successfully completed all criteria of the internalization phase.

YOUR STUDENT SHOULD MEET ALL OF THESE CRITERIA!

STUDENT COMPLETION CHECKLIST

--for the Character-Building program

Below is a tool for students, parents, and family representatives to assist in tracking students' accomplishments as they climb the "staircase" to completion of their School program.

Students may not always complete the steps. Each of these steps is important in helping ensure that students have a firm footing before they home.

New Journey Home____/____/
 Parent/Child III____/____/
 Finish Home Contract____/____/
 First Home Pass____/____/
 Internalization____/____/
 Parent/Child II____/____/
 High Honor Status____/____/
 Staff Discovery____/____/
 Staff Two Day____/____/
 Honor Status____/____/
 Staff Focus____/____/
 Staff Two Day____/____/
 Service Status (Jr. Staff)____/____/
 Keys to Success____/____/
 Accountability____/____/
 Advanced Status____/____/
 Parent/Child I____/____/
 Focus____/____/
 Discovery____/____/
 Achievement Status____/____/
 Entry Date____/____/

Action Item for Chapter 7:

Write a letter to your child. Let him or her know that you:

- Have completed the parent orientation
- Have signed up for Discovery.
- Are doing your part to complete your program, and that you
- Expect him or her to do his/her part.