

ACADEMY AT DUNDEE RANCH PARENT MANUAL

MAILING ADDRESS

La Ceiba - Cascajal
Orotina, Alajuela
Costa Rica, Centro America

BUSINESS

011-506-428-7000

FAX PHONE

011-506-428-8096

MAILING ADDRESS AND PHONE NUMBER FOR BILLING OFFICE

P.O. BOX 2137
St. George, UT 84771
(435) 656-0630

August, 2002

Quick Reference

All questions about your student: ie; academics, packages - what is ok to send, internalization, explanation of demerits, level drops, student's seminars, health issues, diet, family they are in, letters, student's medication, etc.	Family Representative: 011-506-428-8776 Family Representative Supervisor:
Parent Seminar Questions: Dates & locations of upcoming Parent Discovery	Check in the "Source" newsletter, look at the WWASP Home page @ www.wwasp.com , talk with your family representative, or as a last resort call Mary Bray @ 435-635-8355.
Registration & Information re: Focus, Visions	Mary Bray, Discovery, Focus, Visions Coordinator 435-635-8355
Information & dates for Parent Child Workshops	Family Representative
Registration & Information on Youth Seminars	Mary Bray, Youth Seminar Coordinator 435-635-7298
Unresolved Program Concerns	** Your Family Representative Family Representative Supervisor - Joe Atkin-Program Director Nona Musser-Parent Coordinator
Billing Questions	Jennifer at R & B Billing - 435-656-0630
Phone Numbers	Check Phone Directory in Parent Manual, <i>keep your key numbers in your wallet for quick reference</i> ie: Billing, Seminar Hotline, Family Representative, ADR Business Office
Parent Orientation	Wynona Musser, Parent Coordinator - 435-656-2313 Ext. 102-off; 435-656-0529-fax email: nona@wwasp.com

Miscellaneous questions concerning the program	Refer to your Parent Manual
Unresolved concerns re: parent seminars	David Gilcrease, TASKS Program Director: 435-635-8355 email: tasks@resourcerealisations.com
Unresolved academic concerns	Academic Administrator

**Listed in order of contact for your unresolved concerns. If the first level of contact has not been able to resolve your issue or concern, you may then contact the next person listed.

Academy at Dundee Ranch

Phone Directory

Main Office.....011-506-428-7000

Fax.011-506-428-8096

Director -Joe Atkin (please contact by email) director@academydundee.org

Family Representative 011-506-428-7000

Family Representative Supervisor.....011-506-428-7000

Parent Coordinator - Wynona Musser.....435-656-2313 Ext. 102

Nona's Fax.....435-656-0529

Nona's E
Mail..... nona@wwasp.com

Seminar Coordinator - Mary Bray.....435-635-8355

Seminar Registration via Internet.....www.wwasp.com

Billing Office.....435-656-0630

Due to commitment schedules we may not always be assessable by phone but you may email us at any time.

director@academydundee.org

PHONE CALLS TO THE PROGRAM ARE LIMITED ONLY TO THE SCHEDULED TIMES AS OUTLINE ON PAGE 25 "FAMILY REPRESENTATIVE" SECTION, HOWEVER YOU MAY SEND EMAIL AT ANY TIME ESPECIALLY IF YOU HAVE ITEMS THAT HAVE NOT BEEN ADEQUATELY ADDRESSED THROUGH YOUR FAMILY

**REPRESENTATIVE OR NEED TO BE ADDRESSED PRIOR TO YOUR
NEXT SCHEDULED PHONE CALL.**

Dear Parents:

As a Parent Coordinator for the World Wide Association of Specialty Programs, I would like to take this opportunity to introduce myself to you. My focus is to provide an independent orientation, as well as answer the questions you may have regarding the program.

I have worked directly with other World Wide Association Programs. This position allowed me to work with both parents and students and gain some insight into what you all are going through and also the internal workings of the specialized program for youth. I will do everything I can to assist you in achieving your family purpose.

To begin with, many of the questions will be answered as you read and study the Parent Manual. After you have completed reading the Parent Manual, I would like to visit with you on the phone and we can go into further detail; this phone conference will take approximately 30 minutes of your time. You may find it beneficial to make notes that we can cover when we have our phone conference. My phone number, and office hours are listed below. If I do not hear from you, I will contact you within a few days. I do have an answering service, which is activated when I am either out of the office or on another phone call. I will return all phone calls, in the order received, except in case of an emergency, in which case those calls will take priority.

I will also be discussing with you the importance of the Parent Seminars and Workshops and how this will impact and support your family purpose. These seminars and workshops will provide tools and an awareness that will allow for improved communication and family healing. I cannot overemphasize how vital it is for parents to complete these trainings. And I also urge you to commit yourself to this as soon as possible. Everything seems to get a lot easier once you have completed the Parent Discovery training. For then, you will have a more clear understanding of how changes will come to occur in your child. For these are the same trainings your child will experience in the program. This will assist you in moving forward, both personally, and as a family, and provide the needed support and understanding for your child's program.

The staff at the Program is absolutely committed to assisting these adolescents in changing their lives to become confident, loving, self assured, powerful, caring young adults with integrity and self worth.

I want to acknowledge your courage in intervening on your child's behalf. These children are the lucky ones! They were fortunate enough to have parents that cared enough to interrupt the destructive choices they were making, giving them the

opportunity to change their life. Now, I look forward to coaching you through this journey, and to a brighter day for you and those you love.

Kindest Regards,

Wynona Musser

Office Hours:

8am-5pm Monday - Friday (Mountain Time)

(435)656-2313 Ext. 102

Fax: (435)656-0529

This Parent Manual has been designed to help you better understand our Program, how it works, and what to expect. It contains a letter from the Director, a general overview of the Program, and information about the following:

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Academy at Dundee Ranch has been designed to benefit each student enrolled. With the dedication of qualified staff and the full support of the parents we can help adolescents change their lives for a more positive future.

Let me encourage you to work closely with your Family Representative. If there are ever needs or questions that your Family Representative can not answer, please feel free to contact the Family Representative Supervisor at 011-506-428-8776. If at any time, you have questions or issues that have not been satisfactorily answered by the Family Representative Supervisor, please feel free to contact me at (435)656-2313 Ext. 102. While I don't work directly with your child, rest assured that I will make sure your questions receive proper attention.

We welcome your comments, and appreciate any suggestions you may have for the improvement of our services.

Sincerely,

Wynona Musser
Parent Coordinator

Dear Parents:

The people at Academy at Dundee Ranch are warm, loving and very family oriented. The behavior modification program, culture, and the language, perform as a magnificent multi-strand educational composition. Our staff will expect a high standard, and we are committed creating opportunities for your student to succeed.

As your child enters Academy at Dundee Ranch, you should expect several phases.

No two situations are ever the same, but the students will usually undergo some if not all of these stages:

Denial Phase - This 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 babysit me”
- “The kids here have problems much worse than mine”
- “They have criminals, kooks, and drug addicts here”

Guilt Trip Phase - This is typified by statements like:

- “If you really loved me, you would bring me home”
- “You don’t know how terrible it is here, or you would get me out”
- "I'm going to starve, the food is disgusting"
- “No one cares about me, the staff do whatever they want to me”
- “I’m treated like a prisoner”
- “You can’t believe the staff; they will tell you anything in order to keep me here”
- “The kids here are a totally bad influence on me, you should hear what they talk about”

Anger Phase - This is typified by statements like:

- “If you ever want to see me again, you had better get me out of here”
- “You’ll wish you had never done this to me”
- “I don’t want to be your child anymore”

Negotiation Phase - This is typified by 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

Program, one that will help me.

The agenda in each of these phases is to work on your emotions in hopes that you will take your child out of the Program; this way he or she doesn't have to go through the long hard process of making changes. We can certainly all understand why a Student will try any or all of these manipulations first. This is a tough Program; the food isn't as good as the "home cooked" meals you have provided them and the accommodations aren't nearly as comfortable as your home; yet, these are some of the very reasons that the Program is impacting enough to be effective. We have found that if the Parents and the Program remain strong in their resolve that the student must make changes, the student will finally reach the Acceptance Phase.

The Acceptance Phase is where the Student finally realizes and accepts that he/she is here until they make the necessary changes. Then and only then will the Program begin to work for them. Let's work together to that end!

Sincerely,

JOE ATKIN
Director

Mailing Address

Academy at Dundee Ranch
La Ceiba - Cascajal
Orotina, Alajuela
Costa Rica, Centro America

PHONE: 011-506-428-7000 - Main Office
011-506-428-8096 - Fax

director@academydundee.org

PARENT COMMITMENT

The most critical component to your child's success is the Parents' commitment to Program completion. The Program has been developed through decades of experience and practical application that has been tested and proven to produce maximum results in working with difficult teens.

The first levels of the Program are designed to prepare and train your child for participation in the Leadership Phase. The Leadership Phase is the part of the Program which provides the greatest growth and development (see "Youth Leadership Program"). After Leadership, the student moves into the Internalization Phase where the students applies what he has learned; growth and positive change become internalized. All three Phases of this Program are *critical*. An example of this might be compared to washing your clothes without allowing them to go through the rinse cycle. The clothes may appear to be clean, but you would not even think of wearing them until they had completed every necessary cycle. Several stages must be reached by both parent and child in order to produce the results that you are seeking. The following steps must be taken to maximize not only your child's success, but the success of the entire family as well:

- 9340. Sign and return immediately (fax or overnight) the Standard Commitment Letter that can be found on the following page. Until you do this, your child will not take the Program seriously, and will not fully engage in its mechanics.** 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 the Program, rather than holding on to their hope that you will be weak and noncommittal. Please do this immediately. Precious time can be lost if you don't.
- 9341. After returning the Standard Commitment Letter to the program, we recommend that you send a personal letter to your child outlining again your commitment to Program Completion. Please send your Family Rep a copy of this letter. Your Family Rep will go over both letters with your child in order to help them realize the firmness of your commitment to Program Completion.**
- 9342. Commit yourself right now to attending the Parent Seminars, and the Parent/Child Workshops.** The Parent Seminars, similar to those your child will be attending in the Program, prepare both of you for the Parent/Child Workshops. All Parent/Child Workshops supply the entire family with a healing experience, and the tools necessary to deal with your child's eventual return to the home. The

Seminar experience will allow your family to smoothly handle issues that you thought were impossible to handle before.

Ask your self this question, "When was the last time my child started and successfully completed something worthwhile?" Program completion supplies the foundation for a new and better life.

Academy at Dundee Ranch

I am committed to the following:

- 4) I expect our child to complete all phases and levels of the program. Hopefully this will be done as quickly as possible, but I am committed to this process regardless of time frame.
- 5) If ever temporarily expelled from the program, I will transfer our child on a short term basis to a less desirable program. While this will delay the program completion, it will not deter our commitment to completion of the entire program.

Again I am committed to Program Completion and would like you to relay this to our child as soon as possible.

PROGRAM OVERVIEW

Academy at Dundee Ranch is an effective program for adolescents ages 12 through 17. These adolescents have excellent potential but are headed for some serious problems. Typically, these are teens who are determined to do their "own thing", regardless of who it hurts or how it may alter their futures.

Parents often realize that something must be done to change their child's present course. Behavior modification in a controlled environment is essential. Without a controlled environment, the parents' attempts to intervene are often thwarted by the influence of a negative peer group.

This Facility provides a balanced program that includes a structured daily schedule, behavior modification, intensive seminars, health and physical fitness programs, emotional growth and personal development courses, recreation, and individualized academic instruction.

BEHAVIOR MODIFICATION

Students at Academy at Dundee Ranch are required to maintain high standards. Appropriate behavior is encouraged, reinforced, and rewarded. Poor behavior brings immediate consequences. The philosophy of this program is to offer each child a basis for making responsible choices in the future.

The program offers tight supervision around the clock. **Each student follows a vigorous daily schedule and a firm set of rules** that give the staff frequent opportunities to challenge the teens' inappropriate attitudes and behaviors and help them adopt productive alternatives.

We operate on a merit system that requires each child to earn status and privileges through a multi-level program based on performance. Each level of progression offers additional privileges, motivating the student to work harder. As a child advances in the program, the adolescent is given additional opportunities to make personal choices. The program becomes a testing ground to ascertain each child's level of commitment toward changing past negative behavior.

TASKS SEMINARS

INTRODUCTION:

All students and parents participate in a series of highly effective seminars called TASKS (Teen Accountability Self-esteem and Keys to Success). These seminars were developed specifically for World Wide Association of Speciality Programs and are aimed at enhancing self-esteem, honesty, accountability, integrity, trust, agreements, leadership, communication, and responsible decision-making. The seminar series also strengthens a person's ability to overcome anger, peer pressure, guilt, shame, and self-limiting beliefs.

As Teens participate in the seminars, they are immersed in a combination of educational, and experiential activities which allow the teens an opportunity to evaluate the negative results of their past choices and begin making effective new choices. After completion of the various seminars, you will notice certain differences in your child. You may hear your child speak of the changes these seminars have created in their life. Typically, your child will become more open, accountable, and responsible for their lives.

The TASKS program consist of the following seminars:

TEEN DISCOVERY (3 DAYS)

A three day seminar addressing such issues as accountability, integrity, choice, trust, anger, and honesty. This seminar is usually attended by your child within 1-6 weeks after entering the program. This seminars requires the teens to deal directly and honestly with the issues which have brought them to the program. Most teens complete this seminar but some do not. Before moving to other TASKS seminars, your child must complete Discovery. Upon completion of the Discovery seminar your child is awarded 100 points.

TEEN FOCUS (3 DAYS)

This three day seminar centers on critical life experiences and self-limiting beliefs that have created a low self-esteem and inappropriate behavior. Your child normally will attend the Teen Focus seminar 4-6 weeks after successful completion of the Discovery seminar. The aim of the Focus seminar is for your child to begin to make new choices regarding their behavior. This requires the risk of releasing their old image and belief set. Successful completion of the Focus seminar is rewarded with an additional 200 points.

TEEN ACCOUNTABILITY(2 DAYS)

Your child will attend this seminar 4-6 weeks after completion of the Teen Focus. The seminar focus is on being accountable for life choices and making responsible decisions. This is a high impact seminar designed to challenge the teen regarding their overall program results. This includes family interactions, school, response to authority, anger, and agreements. The teen must be a Focus graduate and thus will be held to a higher standard for successful completion. For this reason, not all teens entering the seminar will graduate, most graduates are level 3. If your child does not complete this seminar, they will have to attend the seminar again. A major outcome of the seminar is to assist your child in continuing to move forward in the program. This seminar will focus on the beginning of development of personal values. These values are a fundamental part of the upper level leadership program. The seminar is not to teach specific values but to have the students begin to develop the concept of value based living. This is critical in the

development of a new family dynamic.

KEYS TO SUCCESS (1 DAY)

These are a series of workshop geared for those teens in the Leadership program. The focus is to develop skills which assist the child in enhancing family and peer relationships. Skills acquired in these seminars center on communication, coaching, peer relationship, and responsible decision-making. Your child will attend KEYS workshops upon achieving Level 4. There are 6 different modules your child may be attending. During the time spent as an upper level, the teen will attend a KEYS workshop whenever a TASKS trainer is on-site. Students may not attend the Keys workshop until successful completion of the Teen Discovery, Focus and Accountability seminars. As with the Accountability seminar, your child will be held to a high standard for successful completion. By the time your child enters the KEYS seminar they should be consistently working the program. Successful completion of one KEYS workshop is required for attendance at Parent-Child I.

TEEN SERVICE:

Upon completion of the Teen Accountability and the achievement of level 4, your child will be allowed to serve as peer leaders in the Teen Discovery, Focus seminars and Accountability. This is a key part of our leadership program. Service is an opportunity for your teen to internalize the concepts of the seminar by serving as a “buddy” to new students participating in the seminars. This leadership opportunity is critical in the development of a solid sense of self. This new sense of confidence will assist the child in dealing with his peer group upon their return to the home. Service in the seminars is a part of the program which will assist your child in forming boundaries, and confidence to stand firm rather than “follow the group.”

PARENT DISCOVERY(3 DAY):

While your child is in the program, parents will be invited to participate in a three day Parent Discovery Seminar. The Parent Discovery Seminar is similar to the seminar attended by the teens. This seminar forms the basis for the parent and child to work together in additional TASKS seminars. A program representative will invite you to attend one of the Parent Discovery seminars shortly after your child enters the program. The parent seminars are offered in various locations around the country. Please contact the TASKS program office for locations and dates. Parent attendance is strongly urged within 3-6 weeks after enrolling your child in the program. Please note: Parent Discovery is required for attendance at any other TASKS seminar.

PARENT FOCUS(4 DAYS):

The Parent Focus creates additional tools to ensure success for the family. The Parent Focus is similar to the Teen Focus attended by your child. Additional elements focusing on personal and parenting choices are added to enhance the development of a new family dynamic. The seminar builds upon the foundation established in the Parent Discovery Seminar. The Parent Focus is offered in the same areas of the country as the Parent Discovery. This is seminar highly recommended for parents to attend.

VISIONS(2 THREE DAY WEEKENDS SPACED 9-10 WEEKS APART)

The Visions program is an optional TASKS seminar for Focus graduates only. It is modeled closely after the Teen Accountability and Keys workshops. It is designed to assist parents in applying the tools developed in Discovery and Focus. Students will develop a family vision and goals to be implemented during the 9-10 weeks between weekends. This is a major step in readying the adults for the PC series of seminars.

PARENT-CHILD WORKSHOP (3 WORKSHOPS - 2 and 3 days)

The Parent Child series of workshops is offered to you as a family at various stages of your program. Your facility will invite you to the workshops based on the results your child has created in the program. There are three Parent-Child Workshops designed to assist families in a successful integration of the child back into the home. The first Parent Child workshop will be held at your child's facility. The other Parent Child workshops will be held either the west or east coast as part the Internalizations Program.

PARENT CHILD I (2 DAYS - Held at your facility)

An important component of the program is to bring you and your child together in a structured environment to resolve past issues and focus on the creation of a new family dynamics. The Parent Child I (PCI) is your time to work with your teen on family values. Laying a strong foundation of values is critical to creating a success in the program. PCI is a two day seminar. There are several requirements to attend PCI. Parent must have graduated Adult Discovery. The student must have graduated the Focus seminar. Your facility will conduct an extensive review process around the six month of the student's program to evaluate your student's progress. This review is critical in determining your PCI invitation. This is the first family interaction and your teen must be working their program in order to make this workshop effective. You will be issued an invitation to the next Parent Child I when the facility determines your child is ready. In most cases families will not wait longer than 9 months to be given an invitation to Parent Child I.

PARENT-CHILD II(3 DAYS - Held on either East or West Coast)

When the following requirements have been met, you and your child will be invited to attend a PCII seminar.

- 1) Parents have completed the Parent Discovery and Parent Child I
- 2) Child has obtained level 5 and must be level 5 day PCI begins
- 3) Child has completed one KEYS seminars
- 4) Child has program recommendation
- 5) Child has staffed 2 TASKS Seminars with commendation

Siblings are not invited to PCII.

This is a critical seminar in which you and your child will begin the process of reintegration of the family. This is an opportunity to spend 3 days with your child without any distractions to focus on current issues, strengthen family ties, start the home internalization process, and begin to build a new family. This is a major opportunity for you and your child to work in a guided environment to begin true healing. A major outcome of the seminar is the development of a family plan focusing on the issues remaining to be addressed for successful return home. A valuable work session for the parents will allow the adults to begin the process of generating the necessary home environment to support your child. Home Contract fundamentals will be presented and work begun on the development of this contract. The contract as well as previous values work is a cornerstone in the development of a new family structure.

INTERNALIZATION PHASE:

Upon successful completion of the PCII seminar, your child will enter the Internalization phase of the program. This is the final stage of the program and typically your child should be within 4-6 months of returning home. The Internalization Phase is a minimum of 4 months and may be extended as long as necessary to achieve success. If desired or recommended, your family may return to PCI or PCII for additional strengthening and work. During the internalization period, you will have greater access to your child to continue the process begun in PCII. Work begun in PCII on the home contract will be continued, as well as resolution of issues on the family plan. An essential part of the internalization phase is the home visit. This will allow the family to “live” what has been learned while in the program.

PARENT-CHILD III(2 DAYS - Held on the West coast only):

Parent Child III is the exit program for your family. All family members who are Discovery or Youth Seminar graduates are invited to attend PCIII. Criteria for attendance at PCIII is:

- 1) Successful completion of PCII
- 2) A successful home visit since PCII
- 3) Teen has obtained 12 advancement points beyond level 6
- 4) Program recommendation
- 5) Completion of the home contract
- 6) Completion of the family plan developed in PCII
- 7) Successful completion of the Internalization Phase of the program

This seminar will focus on final revisions on the home contract. Communication tools for conflict resolution will be learned. Finally and just as important is the celebration of completion by the whole family of the program.

AFTER-CARE WORKSHOP (3 HOURS)

Once your family has completed PCIII and your child has returned home, a series of support group meetings will be held to assist you in monitoring the home contract, working out issues and continue to focus on creating a new family interaction. The

meetings usually are 3 hours in duration but may vary depending upon the number of families attending. The After-Care workshops are held in the same areas as the TASKS seminars for adults. It is critical during the first 6 months after graduation, your family attend these workshops. To attend After-Care workshops, your family must be a PCIII graduate.

CLOSING:

The seminars and workshops in the TASKS program are designed to assist your child as they move through various levels in the program. Participation in each of these seminars is vital to the overall success of your child. Every child is unique and therefore, there is no set time schedule for completing any one segment of the program. It is critical you as parents understand the process and allow your child enough time to complete all of the necessary steps. As a parent, it is important for you to begin the process of healing for yourself and the family by attending the parent seminars.

TASKS DISCOVERY REGISTRATION and INFORMATION

Dear Parents,

A most powerful part of your child's program are the TASKS (Teen Accountability Self-esteem and Keys to Success) seminars. The TASKS seminars are aimed at enhancing self-esteem and promoting responsible, accountable decision-making. In these seminars the teens have an opportunity to evaluate the choices they have made and to begin the process of change.

In conjunction with the teen seminars, we offer an adult component for our parents. The adult TASKS program consists of the following parts:

- 6) Adult Discovery (1st step)
- 7) Adult Focus (2nd step)
- 8) Visions (3rd step)
- 9) Parent Child I
- 10) Parent Child II and III (towards the end of your child's program)
- 11) After-Care workshops once your have graduated the program

The adult Discovery and Focus are essentially the same seminars in which your teens participate. These seminars focus on personal growth for the individual participants. The Vision seminar program is to assist parents in the application of the tools developed in previous seminars. The Visions program is modeled after the elements of the teen Accountability and Keys seminars. The Parent Child II & III workshops are for the family unit to begin to address integration issues as your teen nears the completion of the program. Your attendance in these seminars is a critical step for your family to begin the healing and changing process.

This letter is to invite you to attend an upcoming Discovery training. The dates, times, and locations of the training should have been given to you at the time of your parent orientation. Discovery training is paid by World Wide for parents, grandparents, step-parents or sponsors who have children in one of the World Wide programs. To reserve your space in a training, you must complete the TASKS REGISTRATION FORM. Return to the TASKS office two weeks prior to the start of the seminar. Seminar space is limited, so please return your registration as soon as possible. Additional information and future dates are available on our web site.

www.wwasp.com

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 our web site. For those not having web access, please contact your Family Rep or the TASKS Program Office. The best means to contact the office for information is via the email address

tasks@resourcerealisations.com

If you do not have email or Internet access you may call the Resource Information system to obtain schedules, general information and registration material.

Resource Information System 435-635-8355
Tasks Office 435-635-7298

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.

You are responsible for making the necessary hotel reservations. When making your reservation, please inform the hotel you are with the World Wide Association. 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. Do not wait for confirmation from the TASKS office to reserve your room. Once the release date is passed the hotel may not honor the rate.

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

IMPORTANT PLEASE READ

We would like you to understand this is an experiential seminar rather than a traditional lecture type. The seminar includes group interaction, self-disclosure, individual and group feedback. You will be asked to take an intensive, close self-examination of your beliefs, attitudes and behaviors. At times the seminar will seem confrontational and emotional, at other times, joyful and loving. Participants have felt like leaving, especially the first day and a half. It is imperative you realize this and commit to stay for the entire training. This is not the type of training in which you may come late or leave early. You must attend all days of the seminar and be there for the entire time. We recommend you totally focus on the seminar during these days. No phones, beepers or other types of communication devices are allowed in the training. These distract both you and other participants.

You will have breaks throughout the seminar. These are short and many times you will have items to work on relating to the seminar. We recommend arriving the night before the seminar begins. If you are flying, we do not recommend scheduling a flight on Sunday before 8:30pm. The seminar will be over before this time, but most people want to stay and visit with new found friends after the seminar. Once we receive your registration, a confirmation letter will be sent to you with additional information for the training.

General information is posted on the web site -

www.wwasp.com

We are certain your participation in the TASKS Program will provide you and your teen greater bonding, insight, and understanding of each other. Your participation in all parts of the adult program is a foundation for the rebuilding of the family relationship you desire and deserve. We strongly recommend your IMMEDIATE attendance at the next Discovery. DO NOT WAIT TO ATTEND! Your full participation in the program will assist you in dealing with the emotional stress of the present and any issues which may arise in the future.

Sincerely,

Mary Bray
TASKS Office

TASKS INFORMATION SYSTEM:

The TASKS Information System is an automated system designed to provide information on the most frequently asked questions on a 24 hour basis at (435) 635-8355. The following items can be accessed through this system. Please have a pencil and paper handy to write down the information. Listen carefully to the menu for the various options.

- 1) A Confirmation Box to confirm attendance at a seminar. Please leave the names of those attending, location of the seminar, and the date of the seminar.
- 2) A Drop Box to cancel your attendance at a seminar. Please leave the names of those canceling, location of the seminar, and the date of the seminar.
- 3) A Fax Back system to fax various forms to yourself:
 - a. Adult Seminar Registration Form
 - b. Youth Seminar Registration Form
 - c. Service Team Request Form
 - d. Exit Plan for 18 year olds
 - e. Forms can be faxed to this system
 - f. Write-up explaining the various seminars
- 4) Training dates by area can be obtained as well as information pertaining to the seminars, i.e. What to wear, what to bring, starting and ending times. There are instructions on registering for a seminar, any fee associated to the seminars, and information on the Parent/Child workshops.

The TASKS Office is available Monday - Friday, 8:30 a.m. to 4:30 p.m. (MST).

(435) 635-7298 Office phone

(435) 535-3477 Fax number

DISCOVERY GROUND RULES

1. Maintain absolute confidentiality of other student's expressions and experiences
What goes on in the room stays in the room.
2. Be on time. Be seated by the time the music ends.
3. Use no conscious altering agents or chemicals in or outside of the training unless prescribed by a physician. Follow your doctor's orders.
4. Remain in the training room except for breaks. In the case of a physiological emergency create agreement with the service team captain to leave the room.
5. Ask questions, talk or share when acknowledged by the facilitator during designated sharing periods. No side talking.
6. Wear your name tag in a visible location at all times in the training room. Turn in your name tag when asked to do so. Do not write on your name tag.
7. No recording or note taking in the training room unless otherwise instructed by the facilitator.
- 12) Turn off all pagers and cell phones while in the training room.
- 13) Sit next to someone new after each break.
- 14) Do not eat, chew gum or drink beverages while in the training room.
- 15) Do not initiate any NEW physical or sexual relationships with anyone in the training for a period of 30 days after completion of the training.
- 16) Do not initiate any MAJOR life changes after the completion of this training for a period of 30 days (unless already in progress).
- 17) Complete the training.
- 18) Follow the instructions of the facilitator.

WWASP TASKS PROGRAM REGISTRATION- FEE PAID

WWASP PARTICIPANTS ONLY

Note: Due to medical counseling and the nature of the seminars, if you are pregnant you may not participate at this time.

NAME: _____

ADDRESS:

CITY: _____ **STATE:** _____ **ZIP:**

HOME PHONE: _____ **WORK PHONE:**

FAX#: _____ **E-MAIL:**

CHILD'S NAME:

RELATIONSHIP TO CHILD:

CHILD'S FACILITY:

SEMINAR: _____ **LOCATION: -** _____ **DATE:**

TUITION AGREEMENT:

For WWASP parents, grandparents and people financially responsible on the enrollment agreement, who are enrolling for the Discovery, Focus or Visions seminar, your fee for the seminar is paid by the World Wide Association. You must notify the TASKS office if for any reason you cannot attend. Notification must be given within ten days of the seminar start date. If you fail to notify the office, a \$100 processing fee will be required to register for another seminar. This is a non-refundable, non-transferable processing fee.

I have read and understand the above conditions:

Signature: _____ Date: _____

Please return registration forms to:

TASKS Office

P.O. Box 243

Hurricane, UT 84737

Fax (435) 635-8355 or 635-3477

CREDIT CARD INFORMATION FORM

Participants desiring to pay for an upcoming program with a credit card, must complete this Credit Card form so we can charge the card. Please attach this form with the regular TASKS registration forms. Staple all forms together which are to be paid for with this card. Thanks!

We take MASTERCARD, VISA, and DISCOVER

Type of Card: Visa _____ MasterCard _____ Discover _____

Credit Card Number: _____

Expiration Date (Month/Year): _____

Billing Information (This is required for us to charge your card)

Please list exactly as it appears on the card.

Card Holder's Name: _____

Billing Address: _____

City: _____ State _____ Zip _____

Phone # _____ E-mail _____

People to be paid for by this card:

1) _____

2) _____

3) _____

4) _____

Card Holder Signature: _____

TASKS OFFICE

Fax 435-635-3477

(1/31/01)

INTERNET ACCESS

The World Wide Association of Speciality Programs offers a variety of support for our parents. Parents may find valuable information and announcements on the web page. The web site is under constant expansion. If you do not have web access, we strongly recommend obtaining both web and email support. We encourage parents to check the web site daily if possible. Updates will be posted at various times during the week. Not a week will go by in which new information is not posted to the web sit. The web page address is

www.wwasp.com

The following types of information is available on the web site:

- 1) Special announcements
- 2) TASKS schedules for adult seminars
- 3) TASKS schedules for Youth (sibling) seminars
- 4) TASKS registration forms
- 5) TASKS staffing forms
- 6) TASKS hotel information
- 7) Picture updates of the facilities and students
- 8) World Wide Bulletin Board
- 9) Enrollment information for World Wide programs

SPECIAL ANNOUNCEMENTS

Please check several times a week for announcements from the World Wide office and affiliated programs. This is a primary means of accurate and speedy communication to our parents.

TASKS INFORMATION

On the web site you will find current schedules for all the adult seminars. You will also find mail-in forms for registration and staffing. The schedule for upcoming Youth seminar for siblings is posted. A section of the web page is devoted to hotel information. This will give you information regarding locations, phone numbers, shuttles, and other needed facts. The seminars as shown on the web page are the only announced seminars. The schedule is updated every Sunday night.

PICTURE UPDATES

Each facility sends to the World Wide office pictures of various activities and changes happening at the facility. Parents are encouraged to check the web site for a these pictures. Each facility will be featured with new pictures when received at the WWASP office. You may get a chance to see your teen!

FAMILY SUPPORT GROUPS

The World Wide Association supports Families in forming support groups. These meetings are schedule in various locations around the country. New support groups are

being added monthly. Schedules, meeting locations, and contact information can be posted for all support groups who desire on the bulletin board.

ACADEMICS

During the initial few weeks, the student is not placed in the regular academic system. They first must complete a skill-building course that prepare them for maximum utilization of the academic system. The skill-building course is designed to improve: reading and comprehension, memory, spelling, and vocabulary.

The academic system used by Academy at Dundee Ranch offers innovative techniques that allow students to maximize the learning process and the earning of credits. With close support from a teacher-tutor, students are able to move effectively through their academic courses. **Course credit is based not on time spent in class but on mastery of the subject matter. Students are not held back by other teens in the class, lesson plans, teachers' schedules, course offerings, or class availability. The student receives credit when he or she demonstrates that the subject matter has been mastered.** (All credits are subject to the terms outlined in the Enrollment Agreement Section 11.) The academic program at Academy at Dundee Ranch has been designed to work successfully for the college-prep student as well as the learning-disabled student.

The academic program is a performance-based system. A large selection of required and elective classes are offered. Students are able to complete required credits--and even earn advanced credits--in Math, English, Science, History, Physical Education, and many elective classes. The student's transcripts are evaluated upon admission to the program, and the student is assisted in designing an ambitious course of study.

In order for the student to earn credit for a class and move on to the next course of study, each class must be passed at a level of 80% or better. This means students must earn A's or B's. This requirement ensures that the student has truly mastered the material before he or she receives any credit for the class.

The academic program is based on a module system. When a student enrolls in a class--Algebra, for instance--he or she is provided with a module (a module is the equivalent of a chapter) for that class. The student starts with the first module and then completes the assigned work. 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 the test is not passed, the teacher assists the student in evaluating the areas of the test that he or she did not pass. The student is able to go back and study the specific material he or she has not yet mastered. The student can then take another test for that module. When the module test is passed, the child goes on to the next module. This requirement that a student master each module before progressing to the next module ensures that the student has the foundation of knowledge needed for later, more advanced modules.

While the School/Program provides an Independent Study system that can allow the student to accelerate their credits and academic competency; the School/Program does not award credits for time in class, but only for work completed and competency achieved. The School/Program cannot ensure, nor be liable, for how quickly the student will receive credits, or that the student will receive credits in any certain subjects, or that the student will receive credits on any kind of accelerated basis, or that the student will even receive any credits at all. Since the academic courses are part of an Independent Study Program the teachers/tutors working with the students do not need or may not necessarily have U.S. Credentials or Equivalent.

Please make sure all necessary transcripts have been sent to, Academy at Dundee Ranch Academy, so that your child's educational plan may be created. Be aware that schools typically will delay forwarding transcripts for reasons such as outstanding library fines, books not returned, etc. Transcripts are to be faxed to:

PHYSICAL FITNESS AND RECREATION

Physical fitness is an important component of a well-rounded, healthy personality. For this reason, daily physical fitness - sessions are provided at Academy at Dundee Ranch. There is also time for sports, development of talents, and other forms of recreation.

EMOTIONAL GROWTH AND PERSONAL DEVELOPMENT

Students participate daily in a tightly-integrated program of emotional growth and personal development courses. **Progress Review sessions are one of the most powerful tools in this total program for developing self-awareness. In addition to Progress Review Sessions, other vital components of the emotional development program include the use of self-improvement audiotapes; specially designed reading materials; and educational, skill-building videotapes.** Our emotional growth courses achieve a high degree of effectiveness because of the number of resources we use to assist teens in learning and growing.

LOCATION

Our location is another important component of the overall Program. **In Costa Rica, students are removed from some of the basic comforts that they have many times taken for granted. The food isn't as good as the "home-cooked" meals you have provided them, the accommodations are simple and basic, not nearly as nice as your home,** and the weather is moderate; yet these are some of the very reasons that the Program is impacting enough to be effective. Our setting fosters growth, new perspectives, and a strong appreciation for home and parents.

FACILITY

The facility at Academy at Dundee Ranch was previously used as a Hotel. The facility, while nice, is not elegant. **The living& sanitation conditions in Costa Rica may not always be the same as the United States.**

CLOTHING AND PERSONAL ITEMS

Students wear uniforms which minimizes the need for any additional clothing. We also recommend that personal belongings are kept at a minimum. **We specifically caution against the student having costly or valuable items. WE STRONGLY RECOMMEND THAT SUCH ITEMS BE SENT ONLY IF INSURED AGAINST LOSS OR DAMAGE UNDER YOUR HOMEOWNERS POLICY. As stated in the Enrollment Agreement (See Item #18), we cannot be responsible for lost, stolen, or damaged items although we make every effort and precaution to see that this does not occur.**

PAPERWORK

We wish to utilize our resources in working closely with the students, rather than spending a lot of time and resources in Administrative and Bureaucratic duties. Therefore, we keep, maintain, and retain only minimal records and paperwork. The records and paperwork that we keep is in our sole discretion, of what we deem necessary to keep, maintain or retain.

FAMILY REPRESENTATIVE

One of the key members of our Staff Team is the Family Representative. The main role of the Family Representative is to make sure your child is receiving quality care and effective growth opportunities. The Family Representatives watch out for your child's individual needs and progress in your behalf. **The Family Representative is in regular contact with your child and is your contact person with the Program. The Family Representative will contact you to set a regularly scheduled phone call, for the purpose of coordination of updates and progress reports. The norm for these regularly scheduled phone calls is every two weeks, however your Family Representative will establish the schedule on an individual basis. Due to scheduled office hours, other previously scheduled phone calls, scheduled meetings, and other various commitments working with students, there may not be much flexibility for your Family Representative in scheduling your regularly scheduled phone calls. We appreciate your understanding in this matter. It is very important to call the Family Representatives at your regular scheduled time. If parents are unable to call the Family Representative during the scheduled time, they will need to call at the next scheduled time. Except in cases of emergency, Family Representatives have prior scheduling commitments that do not allow them to receive or make calls in between regular scheduled phone calls, however, your Family Representative may be contacted by email, if needed, between scheduled phone calls. Any calls from the Family Representative to the parents would only be for some special purpose, and would be made on a collect basis. Please be aware that due to staff changes, promotions and other factors, your Family Representative may change.**

COMMUNICATION WITH YOUR CHILD

Your child and you may correspond by mail as often as you each desire. Once a week is plenty, and suggested by the Family Representative. Phone calls, as stated in the Enrollment Agreement (see Item #13), are a privilege that your child must earn by attaining Level 3 status. The time for this is individual to the students' progress and is an important and necessary process. 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 his/her progress would be destructive as the student then becomes more preoccupied with trying to convince his/her parents that he/she should be taken out of the Program rather than focusing on working the Program. **Even when phone calls are permitted, they are short and not too frequent.** This helps keep the cost down for the parents, as all calls, as stated in the enrollment agreement, are on a **collect basis**, plus, all phone calls require a substantial amount of effort and logistics to complete. Again, it is critical that your child earn the phone privilege, otherwise we are all short changing his progress. **PLEASE DO NOT ASK US TO MAKE AN EXCEPTION!!!** This is totally unfair to the other students and their parents. Exceptions affect all students, you can imagine all of the students asking "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 parents want to talk to them on the phone". This creates such a problem that we put right in the enrollment agreement (see Item #13) that no phone calls are allowed before the student earns Level 3. Once the student has earned the phone privilege, the student is not allowed to call anyone other than his parents/guardians.

VISITS

Once your child reaches Level 4 your child is eligible to attend a Parent Weekend, which should be your first visit. Visits are an earned privilege for the students, so we ask for your support in waiting until your child is on Level 4 before arranging attendance to Parent Weekend. It is important for your child to earn this privilege. It is also important that we set an example by adhering to the program rules ourselves. For this reason, **we ask that you REFRAIN FROM REQUESTING ANY EXCEPTIONS, as it negatively affects not only your child's progress, but the other students in the Program. This was agreed to as part of our accepting the student in the Program.** (See Enrollment Agreement Item #13). Visitors other than parents must be approved by the parents and the Family Representative, who, together, will determine the structure of the visit. All visits (on grounds, off grounds, 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 Level 5 your child is eligible for overnight visits, within the vicinity of the program. The Family Representative will confer with the Progress Review Committee to determine eligibility.

When your child achieves Level 6 home visits are encouraged and recommended. Home visits are crucial as a testing ground for the student's eventual return to the home. Home visits are not considered before the student is on Level 6. Home visits are determined on an individual basis according to your child's progress.

SUPPORT

Results can best be realized when Parents and the Program support each other. Students often try to thwart that support by telling us what terrible Parents you are, and by telling you what a bad Program we are. We both need to show support for each other, otherwise it gives the student an excuse for not working in the Program. The most important thing you can do to create ongoing support is to maintain your commitment for Program completion. This encourages the students to work the Program and focus on results rather than just putting in time. It also discourages the need for ongoing dialog of when the student is coming home, and allows your communication to be friendly, loving, and encouraging, rather than having to justify and defend why your child is in the Program. As long as your child believes Program completion is open to discussion, it will continue to be the negative focus in all of your communication and a barrier to improving family relationships.

MAIL

All mail sent to the student may come only from parents. All mail sent to the students is opened with a staff present, so it is monitored for contraband or inappropriate items. All mail sent out by the student is mailed to the parents; the parent can then disperse it as they see fit. Please obtain a return address stamp or stickers, and send one to your family representative. This will help assure that mail is coming only from parents.

PACKAGES

Packages may be sent only on student's birthday and Christmas. Do not insure the packages. Fed Ex is better than UPS. Regular mail is just as good as Fed Ex. Always address the package care of Academy at Dundee Ranch. Students will 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 of 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 runs a very strong risk of being lost, stolen, or having items spoiled or damaged. We especially ask that parents do not send snack foods, as this undermines the Level Program.

RELIGION

No specific religion is taught or advocated. This is considered a personal, and individual decision, and respected as such.

INCIDENTAL POLICY

Each month the parents will be billed for incidentals. This money is used for the student's necessities, toiletries, supplies, minor medical needs, and activities that reimburse the Program for the extra staff time needed to facilitate the learning process. (See Enrollment Agreement #23) Again, this is not an "account," and there is no individual accounting for these expenditures. This is not an optional item.

ILLNESSES AND INJURIES

Many of the activities in which the student may participate involve some risk. These risks include, but are not limited to such activities as transportation, swimming, hiking, etc. There is 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, including mosquito bites, sores, hives, rashes, slow-healing cuts; illness connected to food services, etc. There is also risk of hurricanes, earthquakes and other acts of nature, etc. **While the Program goes to great lengths to prevent illnesses and accidents, the Program cannot accept any liability for illnesses or injuries or other damages occurring to the student during his enrollment** (See Enrollment Agreement Item #19).

MEDICATIONS

All medications are self administered by the student under the general supervision of a 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, the Program accepts no liability** (See Enrollment Agreement Item #14) for problems associated with the disbursement of medication. **Parents should also understand that Students who are on prescription medications need ongoing review by a Physician or Psychiatrist every 30 to 90 days.** The cost of these reviews varies by physician.

MEDICAL INTERVENTION

The Program staff have to make numerous decisions about when to seek medical/dental help for students ranging from small to serious ailments, injuries, or needs. We try to make our 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. Such miscalculations can result in the student not getting medical intervention as soon as would be recommended or to avoid complications. **The Program staff make these "judgment calls" 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 a non-medical staff. For these reasons, the Program or its staff are not liable for any illness, complications or damages occurring to the Student because of a miscalculated "judgment call" made by the staff in terms of the need or timing of medical intervention for the Student. Furthermore, the Program makes no representation or accepts no liability for the performance of any physician, dentist, clinic, or hospital to which the Student is delivered for medical intervention.** Mexico, like most foreign countries, does not have the technology or quality of medical or dental care that we are used to in the U.S.(See Enrollment agreement Item #15). Please be aware that there is only one RN on staff at Academy at Dundee Ranch. She will be available most weekdays, and usually evenings, and weekends, and in an emergency. **When a student needs medical attention our first priority is to get them that attention, which may mean we seek the needed attention before you are notified.**

SUPERVISION

The amount of supervision varies with each student depending on the student's current status. We provide a high level of supervision but it is understood that the supervision provided, regardless of status, does not guarantee that serious or minor accidents, injuries, self harm, harm from others, fighting, acts of physical aggression, runaways, suicide attempts, sexual activity/stimulation or use of alcohol, tobacco or other harmful substances cannot happen. These risks are present in any segment of society no matter how controlled or protected.

PREFACE TO THE GRIEVANCE PROCEDURE

Occasionally students make it difficult for their parents by claiming that they have been treated unfairly or they feel that certain conditions exist at the Program that are not in their best interest. You may wonder if your child is manipulating you or if there is a valid concern. The grievance policy allows students and yourself to bring these concerns to the surface and have them properly reviewed by persons inside and outside the Program.

RESIDENT GRIEVANCE POLICY

Philosophy

To insure that all residents receive fair and equitable treatment within the policies, procedures of Academy at Dundee Ranch.

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 Program Director. All grievances are reviewed by a staff assigned by the administration. All findings may be appealed.

LEVELS OF APPEAL

**Special Review Board assigned by Director
Independent Review from WWASP
Director**

Whenever your child has a complaint encourage them to use the grievance procedure. This will allow your child's concerns to be directed to administrative personnel and we are more than willing to send you a copy of the grievance and the findings on each level of appeal.

RESIDENT 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 _____

BILLING

To insure the best possible service to you in all aspects of our program, we want to clarify our billing procedures.

Approximately three weeks before your assigned billing due date, you will receive your monthly bill. We 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 that were explained in your Enrollment Agreement.

If for some reason we have not received your remittance payment within three days after your due date, we will overnight a letter to you. We will also enclose a return envelope to use for your payment. A charge of \$30.00 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 (see the Cash In-Advance Addendum #1, Criteria #1 in your Enrollment Agreement), that will occur if the payment is not received within five days of the due date.

If we haven't received your payment by the fifth day past the due date, you will automatically be disqualified for the cash in- advance discount. At that time your monthly fees will revert to \$80 per day as explained on page 2 item #5 in the Enrollment Agreement. **At that point we will no longer be able to continue our services, and arrangements will have to be made to bring your child home.**

In addition to monthly tuition, the parents agree to pay for the following expenses incurred by the child (See Enrollment Agreement Item #6). Such expenses will be billed to the parents monthly as they occur:

1. Medical, dental, orthodontic, optical, urinalysis, medication, lab work, etc.
2. Transportation to or from the Program for any reason
3. Clothing
4. Hair cuts, etc.
5. Postage
6. All phone calls from the student or the Program
7. Supervision and Transportation costs for special needs or activities that are separate from the regular School/Programs of the School/Program (i.e., doctor and dental appointments, travel to and from airports); Pick-up cost from San Jose is \$250.00. Transportation cost to appointment in San Jose is \$150.00. Transportation cost to appointment in Orotina is \$50.00. If passport is needed the cost will be \$250.00.
8. Incidental expenditures (\$95.00 per month). The incidental expenditures include such things as: personal necessities (shampoo, conditioner, toothpaste, paper supplies, etc.), craft projects, fines, and activities (hiking, sightseeing, movies, fishing, etc.).
9. All students on medication prescribed by a psychiatrist require additional ongoing Doctor's review, which results in a cost to the parents of \$60.00 per review.
10. The Program services do not include any formal individual therapy sessions. Individual therapy sessions, while usually not needed or recommended, may be obtained for \$75.00 per hour.
11. Other expenses related to the well being or needs of the student not otherwise provided.

PROGRAM COMPLETION

Academy at Dundee Ranch only accepts students who have parents that are committed to the student completing all phases of the program.

Criteria for completing the Program is several fold:

The student successfully completes each of the TASKS (Teen Accountability, Self esteem and Key to Success) Seminars. All phases of the Parent/Child Workshops must be completed.

- B. The student staffs a minimum of four TASKS seminars. Staffing the TASKS seminars provides the student an opportunity to review, reinforce and assimilate the concepts taught in the seminars.**
- C. The student successfully completes each of the six levels. Each level is earned by hard work in emotional growth courses, academics, seminars, physical fitness and the behavior modification program.**
- D. The student, to the satisfaction of his parents and Family Representative, resolves any and all issues that would impede a successful return to the family and home.**
- E. The student demonstrates follow through, and that new habits are being formed.**
- F. The student completes two successful home visits, the first being shorter in length and later visits more lengthy.**
- G. The student has functioned as a youth leader. The Youth Leadership Program is the part of the program that results in the most growth for the student.**
- H. The student has successfully completed all criteria of the Internalization Phase.**

ALL OF THESE CRITERIA SHOULD BE MET!!!

YOUTH LEADERSHIP PROGRAM

The most beneficial part of the Program is when your child is able to participate in the Youth Leadership Program. This occurs when your child reaches Level 4 status. Levels 4-6 students function three days a week as a Staff Assistant. In this role they function as a Junior Staff Member. This experience is important for a number of reasons:

- 1. The student begins viewing themselves as part of the solution rather than part of the problem.**
- 2. The student has to learn to stand up to and confront their peers, for most of our students this is critical to their long term success.**
- 3. The student learns appreciation for parents and other authority figures. Many of we adults did not really appreciate our parents until we became parents themselves. This experience puts the student in a parent like role, which gives them a whole new appreciation for their own parents.**
- 4. The student begins to see and understand the need for rules, limits, and boundaries.**
- 5. The student gets a better insight into his own past negative behavior and why it didn't work for them.**
- 6. There isn't a better way to learn to be responsible than by having responsibility, this experience places a lot of responsibility upon the student.**
- 7. The student feels needed and valued.**
- 8. The student learns how to work with others and how to serve and contribute to the success of others.**
- 9. The student's self esteem and outlook is improved.**

Again, the Youth Leadership Program is the part of the Program that has the most amount of growth opportunities for your child. Like all opportunities and positions of responsibility, this position has to be earned by the student attaining Level 4. Then, and only then, will your child have earned the respect and confidence of the staff and other students necessary for them to succeed in this position. Due to the importance of this part of the Program in the growth of your child, we recommend, whenever possible, that your child stay in the Program long enough to function as a Youth Leader for 6 - 8 months. Best results can be realized when this happens.

LEVEL PROGRAM

- Level 1:** **Students start out in Level 1,** students in this level participate in the regular schedule or activities but must be with a staff member at all times.
- Level 2:** **Students can advance to Level 2 when they have accumulated 200 Merits.** Students can purchase snacks from the Program store Friday during Ed. Video, Saturday during Ed. Video, and Sunday during the Movie.
- Level 3:** **Students can advance to Level 3 when they have accumulated 1,000 Merits,** and have successfully completed the TASKS Discovery and Focus Seminars and have been approved by the staff and the student council. They must be "voted up" by the Advancement Committee (compiled of students and staff.) Level 3 students have all of the Level 2 privileges, plus they may attend two "special" on grounds activities per month. Level 3 students can start calling home as arranged with the Family Representative. The student will be allowed one home phone call per month.

During the first three Levels, the student is preparing and moving into "success mode." The upper levels will take more time, as that is where leadership is developed and internalization occurs. Students on Level 4 or higher are evaluated as all other levels however they have an additional evaluation for Leadership. The students are evaluated on: Example to other students; Influence on other students; Assistance to staff; and upholding standards. Students may receive a rating in each area of either Exemplary, Good, Some Improvement Needed, Unsatisfactory and Staff Correction. Each rating has a point value: Exemplary = 3, Good= 2 points, Some Improvement Needed= 1 point, Unsatisfactory = 0 points, Staff Correction= -3 points.

- Level 4:** **Students can advance to Level 4 when they have accumulated 2,400 Merits** and have successfully completed the TASKS Accountability Seminars, and have been approved by the staff and the student council. Level 4 students start over with 0 points and must earn 1600 merits or more to move to Level 5. Level 4 students have all the privileges of Level 1-3, plus two additional "Special" on-grounds activities per month. Level 4 students may set their own schedule with the exception of Wake up, Meals,

Group, Three Fitness Classes, The first and last Academic Periods and Shut down times. Level 4 students have the opportunity as well as the responsibility of participating in the Youth Leadership Program. This requires the Level 4 student to function as a Staff Assistant or Junior Staff for 3 days a week. Level 4 students are eligible for family day visits. Students must always let staff know what they are doing. The student will be allowed two home phone calls per month.

Level 5: Students can advance to Level 5 when they have accumulated 1600 Merits and have staffed a minimum of two seminars (one a Focus), with commendation. Level 5 students start over with 0 merits and must earn 1600 merits or more to move to Level 6. Level 5 students have all the privileges of Levels 1-4 as well as the responsibility of functioning 3 days a week as a Staff Assistant. Level 5 students have two off-grounds Activities each month. Level 5 students are eligible for overnight visits. The student will be allowed three home phone calls per month.

Level 6: A student can advance to Level 6 when they have accumulated 1600 Merits and have staffed a minimum of 3 seminars (one 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. Level 6 students have all the privileges of Levels 1-5 as well as the responsibility of functioning three days a week as a Staff Assistant. Level 6 students have two additional off-grounds activities each month. Level 6 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 on Level 2-6 on probation in situations where the staff feel the student isn't making an honest effort to maintain the standards expected for their particular status. Probation serves as a 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 their privileges until they are taken off probation whenever the staff and Director approve the student for reinstatement.

If an upper level student receives a situational probation they will drop to either level 2 or level 3 until they have earned 200 merits. These 200 merits do not apply towards the overall total merits.

[illegible]

REFLECTIONS

Reflections is designed to assist students in their personal growth, insight and development. The Program has resource materials, including professional courses on audio and video tapes, which are a part of *Reflections*. The students earn a portion of their merits by outlining what they have learned from these video and audio tape courses. An example of those courses are as follows:

MOTIVATIONAL TAPES: *Tony Robbins' Personal Power, Building Power Relationships, Positive Attitude Training, Zig Ziglar Goals, The Power of Purpose, The Road Less Traveled, Essence of Success, Science of Self-Discipline, Thinking Big, How to Win Friends and Influence People, Infinite Self, Attaining Inner Peace, Psychology of Achievement, Lead the Field.*

EMOTIONAL GROWTH VIDEOS: *Addictive Behavior - Selling Lies, Trouble With Tobacco, Stolen Lives, Alternative to Violence, Dropout, Price Tag of Sex, How to Succeed in the Work Place, Empowered Worker, Depression and Addiction, The Power of Choice, You Can Choose (Series), Teens Guide to Improving Self Esteem, Decision Making for Kids, Twelve Steps, Dealing With Problems, Inhalants, I Want to Fit In.*

EDUCATIONAL TAPES/VIDEOS - (note: the Program has a 180-day program of educational videos - science and history) *National Geographic Series, Lewis & Clark, Scientific Problem Solving, A & E Presidents Series, Mother Theresa, Organic Chemistry, Great Minds of Medicine, Invention Series, Natures Fury, Julius Caesar, Einstein, Nova Series, This Great Century Series, Gifts from the Earth, Untamed Africa, The Entrepreneurs Series.*

Attached to their *Reflection Outline* is their completed *Daily Information Sheet*, which will contain the following information:

1. What feelings/emotions did I experience today and how did I choose to respond?
2. What Rule Violations did I have today? List each Category 1 - Self Correction/Staff Correction; List each Category 2 and above.
3. What was my physical health condition today and did I take all of my medication?
4. What course material did I accomplish during Academics today?
5. Any other information you would like to pass on to your Family Representative?

These sheets are turned in daily, and given to the student's Family Representative. The information contained in daily Reflections is valuable information for the staff as they coach your student through their journey of change.

MERITS

We have found anything we can do to get students to be more involved and responsible for the carrying out of their program will result in greater progress. Developing Self Direction or Internal Direction rather than requiring continued External Direction is the long term key to your child's success. Merits are awarded mostly by the Student through what we call a Self-Directed Program. Students will evaluate their own progress each day, the amount of Merits the student receives each day will be primarily determined by their own evaluation. Staff will review the evaluations and provide a safety net for those who would exaggerate their evaluation or exploit the situation. There are some that will do that but we feel they will be the exception rather than the rule. Our experience is that when people evaluate themselves they tend to be pretty accurate or maybe even critical, more importantly because it is their evaluation it means more to them. They begin to see and understand more clearly what they need to do differently so they can give themselves a higher evaluation. It becomes them, not the staff or others, that are responsible for their progress. No one is holding them back. They begin to feel more empowered and motivated. Furthermore, once they complete the program, they will continue with this same Self Directed Program during their transition back to home.

The student's merits come from the student's self-evaluation on their Academic Progress, Classroom Citizenship, Overall Receptiveness, Relationships, Responsibilities, Reflections, and Review Meetings. See forms for additional information.

The merit system places responsibility for progress and change squarely upon the student. It emphasizes ownership, not just mechanics. In this system, we create an environment, and provide resources, where by the student is more keenly focused and aware of their own accountability in determining their results, thus encouraging the progress of your student.

BONUS MERITS

LEADER AWARDS

Students earn up to 12 merits for each day they serve as a Bunk Leader, or a "Senior Buddy" for a new student.

SEMINAR AWARDS

Students earn 200 Merits for successfully completing the Discovery Seminar.
Students earn 400 Merits for successfully completing the Focus Seminar.
Students can earn 100 Merits when they successfully staff any seminar with commendation.

ACADEMIC AWARDS

Students earn 100 merits for each academic credit they complete.
Students earn 50 merits for each half credit they complete.

[illegible]

NAME _____					Week Beginning _____									
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														
Scoring Scale:														
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														
Citizenship														
Course # 2														
Work Completed														
Citizenship														

Self Total														
Staff Total														
Grand Total														

“SAMPLE” DAILY SCHEDULE

TIME	A	B	C	D
7:30	VIDEO	BREAKFAST	CLASS	CLASS
8:00	BREAKFAST	VIDEO	CLASS	CLASS
8:30	CLASS	CLASS	BREAKFAST	VIDEO
9:00	CLASS	CLASS	VIDEO	BREAKFAST
9:30	Progress Review	FITNESS 1	CLASS	CLASS
10:00	Progress Review	LANGUAGE	CLASS	CLASS
10:30	CLASS	CLASS	PE	Progress Review
11:00	CLASS	CLASS	PE	Progress Review
11:30	FITNESS 1	LUNCH	CLASS	CLASS
12:00	LUNCH	FITNESS 2	CLASS	CLASS
12:30	CLASS	CLASS	LUNCH	FITNESS 1
1:00	CLASS	CLASS	FITNESS 1	LUNCH
1:30	PE	Progress Review	CLASS	CLASS
2:00	PE	Progress Review	CLASS	CLASS
2:30	CLASS	CLASS	Progress Review	PE
3:00	CLASS	CLASS	Progress Review	PE
3:30	LANGUAGE	PE	CLASS	CLASS
4:00	MUSIC	PE	CLASS	CLASS
4:30	CLASS	CLASS	DINNER	FITNESS 2
5:00	CLASS	CLASS	FITNESS 2	DINNER
5:30	FITNESS 2	DINNER	CLASS	CLASS
6:00	DINNER	MUSIC	CLASS	CLASS
6:30	CLASS	CLASS	MUSIC	LANGUAGE
7:00	CLASS	CLASS	LANGUAGE	MUSIC
7:30	ED VIDEO	ED VIDEO	ED VIDEO	ED VIDEO
8:00	ED VIDEO	ED VIDEO	ED VIDEO	ED VIDEO
8:30	REFLECTIONS	REFLECTIONS	REFLECTIONS	REFLECTIONS
9:00	REFLECTIONS	REFLECTIONS	REFLECTIONS	REFLECTIONS
9:30	PREPARING	FOR	SHUTDOWN	SHUTDOWN
10:00	SHUTDOWN	SHUTDOWN	SHUTDOWN	SHUTDOWN

“SAMPLE” SUNDAY SCHEDULE

TIME	A	B	C	D
7:30	VIDEO	BREAKFAST	ED VIDEO	ED VIDEO
8:00	BREAKFAST	VIDEO	ED VIDEO	ED VIDEO
8:30	LEISURE ED	LEISURE ED	BREAKFAST	VIDEO
9:00	LEISURE ED	LEISURE ED	VIDEO	BREAKFAST
9:30	Progress Review	FITNESS 1	LEISURE ED	LEISURE ED
10:00	Progress Review	LANGUAGE	LEISURE ED	LEISURE ED
10:30	ED VIDEO	ED VIDEO	PE	Progress Review
11:00	ED VIDEO	ED VIDEO	PE	Progress Review
11:30	FITNESS 1	LUNCH	VIDEO	VIDEO
12:00	LUNCH	FITNESS 2	QUIET TIME	QUIET TIME
12:30	VIDEO	VIDEO	LUNCH	FITNESS 1
1:00	QUIET TIME	QUIET TIME	FITNESS 1	LUNCH
1:30	PE	Progress Review	MOVIE	MOVIE
2:00	PE	Progress Review	MOVIE	MOVIE
2:30	MOVIE	MOVIE	Progress Review	PE
3:00	MOVIE	MOVIE	Progress Review	PE
3:30	LANGUAGE	PE	MOVIE	MOVIE
4:00	MUSIC	PE	MOVIE	MOVIE
4:30	MOVIE	MOVIE	DINNER	FITNESS 2
5:00	MOVIE	MOVIE	FITNESS 2	DINNER
5:30	FITNESS 2	DINNER	LEISURE ED	LEISURE ED
6:00	DINNER	MUSIC	LEISURE ED	LEISURE ED
6:30	LEISURE ED	LEISURE ED	MUSIC	LANGUAGE
7:00	LEISURE ED	LEISURE ED	LANGUAGE	MUSIC
7:30	ED VIDEO	ED VIDEO	ED VIDEO	ED VIDEO
8:00	ED VIDEO	ED VIDEO	ED VIDEO	ED VIDEO
8:30	REFLECTIONS	REFLECTIONS	REFLECTIONS	REFLECTIONS
9:00	REFLECTIONS	REFLECTIONS	REFLECTIONS	REFLECTIONS
9:30	PREPARING	FOR	SHUTDOWN	SHUTDOWN
10:00	SHUTDOWN	SHUTDOWN	SHUTDOWN	SHUTDOWN

DAILY SCHEDULE COURSE DESCRIPTION

Tape-Personal Growth (Audio): Students listen quietly to a 30 minute cassette tape of Motivational and Self Improvement Experts such as Zig Ziggler, Dr. Bradshaw, Stephen Covey, Anthony Robbins, etc.

Reading-Personal Growth: Group reading of Booklets on topics such as honesty, gratitude, hope, letting go, accepting criticism, reaching out to others, drinking, smoking, drugs, teen pregnancy, etc. Each person reads a page and then passes the booklet onto the next student. The staff may ask questions about the material read to quiz the students attentiveness. The Director may also have the group read a specific personal growth book, in such cases the Director assigns the group to read a certain amount of pages each day.

Video-Personal Growth: Educational and motivational videos that teach character and skill building. Some of these videos specifically address addictions and the process to overcome them.

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 Ed.: The first 20 minutes the students play cards, board games or other games as assigned by the staff. The last 40 minutes the students may play any approved games of their choice, or they may do art and crafts projects, etc.

Work Project: Work Projects to improve and maintain the grounds or facilities.

Educational Video: Science or History Videos by National Geographic, Public Broadcast System, and Specials by ABC, or CBS News.

Movies: Classic or especially selected movies that promote a positive message.

Prep-time: Students prepare for bed and shutdown.

Music: Students sing popular but meaningful songs through the use of a Karaoke machine.

Class: Jr. High and High School Curriculum completed through an Independent Study Course designed to maximize learning and the earning of credits. Directed by a teacher/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 get feedback on their problems, progress, and solutions.

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

Spelling: Students learn the spelling and definitions of several key words used in our vocabulary.

Reflections: Students complete a daily progress report by reviewing their day, including their progress, what things they've learned, their goals, etc.

BASIC RULES OF CONDUCT

The Students must follow a firm set of rules:

Students are to maintain appropriate manners. This includes refraining from rude behaviors, swearing, being loud and boisterous. It also includes please, thank you and excuse me.

Students are always to be responsive to guidance and direction from the Youth Supervisors, Teachers and others staff. Students should not through actions, words, gestures, or facial expressions communicate a lack of cooperation or a lack of respect.

Students may discuss with staff (in private) concerns about staff directions or interactions. The students may also request a conference with the staff member and their supervisor to work out any problems.

Students are always to be kind to each other. Students should not degrade other students by unkind words, actions, or gestures. Students may request a conference with the student and staff member to work out any problems or potential problems.

Students are not to talk about drinking, drugs, or sex.

Students are not to tell about “war stories” or brag about inappropriate experiences.

Students are to talk respectfully about parents, authority figures and other staff.

Students are not to make negative statements about the program, the staff, the country, or other students.

Students should not interrupt a conversation when someone else is talking.

Students should not involve themselves in other people’s business.

Students should never interfere with the staff’s correction of another student.

Students are to be on time, whether it’s to class or an activity or completing a job or personal responsibilities. These are all to be done in a timely manner.

Students are to follow the classroom structure.

Students are to dress and groom conservatively (without extremes).

Students are to take proper care of their bodies including: regular exercise, eating a balanced diet, and etc.

Students should not tattoo, injure, stress or mark their bodies.

Students are to complete jobs and assignments in a timely and cheerful manner.

Students are to be respectful of property. Whether it belongs to them, others, or the Program. Students are not to deface, mar, misuse or destroy property or personal belongings. This not only applies to intentional actions, but actions stemming from neglect or thoughtlessness.

Students are not to borrow belongings of others without permission.

Students are not to manipulate or use others for their own benefit. This 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 “so and so staff let me do this or that”.

Students should make an honest effort to participate in each of the daily activities and to cooperate with the Program.

Any violations of these behavior standards should result in at least a Category 1 Rule Violation. Staff should apply consequences as outlined in the Rule Violation and Consequence Sheet.

If a student refuses to follow through on any consequences, they should be given a Refusal (Category 4).

All rule violations are placed in categories ranging from 1-5 with 1 being the most minor violations and 5 being the most major. Each category has a predetermined set of consequences consisting of a combination of immediate consequences along with follow-up consequences. All rule violations are coded by number for easy reference. Category 1 Rule Violations are numbered starting with 101. All Category 2 Violations are numbered starting with 201. All category 3 Rule Violations are numbered starting with 301. And all Category 4 Rule Violations are numbered starting with 401. The first number in the code signifies to what Category of Rule Violation is being referred to. In the case of Category 1 Violations, each general violation is numbered, while the specific incident is signified by a letter. On the next page is a detailed outline of each Category 1 Rule Violation with the corresponding code number and specific letters.

CATEGORY 1 RULE VIOLATIONS

101 RUDE ACT

- a. Intentionally passing gas_____
- b. Burping out loud_____
- c. Spitting_____
- d. Swearing_____

102 RUDE MANNERS

- a. Interrupting_____
- b. Loud or boisterous_____
- c. Crowding in front of_____
- d. Interfering with others_____
- e. Please_____Thank you_____
- Excuse me_____
- f. Eating with mouth open_____
- Fingers_____
- Reaching_____

103 RUDE COMMENTS

- a. Crude or grotesque remarks_____
- b. Rude comments about Program_____
- c. Rude comments about local culture_____
- d. Rude comments about parents_____
- e. Rude comments about another student_____
- f. Rude comments about authority figures_____

104 INAPPROPRIATE COMMENTS

- a. Talking about drugs_____
- b. Talking about drinking_____
- c. Talking about sex_____
- d. Pushing/shoving_____

105 UNSATISFACTORY EFFORT

- a. School_____
- b. Job Assignments_____
- c. Fitness_____
- d. Personal Growth Course_____
- e. Group Activities_____

106 UNSATISFACTORY ATTITUDE

- a. Gestures_____
- b. Facial Expressions_____
- c. Words_____

- d. Whining_____
- e. Temper Tantrum_____

107 LATE

- a. Late to Class_____
- b. Late to Activity_____
- c. Late completing assignments_____

108 UNSATISFACTORY INSPECTION

- a. Bed_____
- b. Belongings_____
- c. Room_____
- d. Grooming/hygiene_____
- e. Hand Washing_____

109 MANIPULATION

- a. Lying or exaggerating things to parents or staff for manipulative purposes_____
- b. Trying to get permission from one staff when another staff already said Ano@_____
- c. Telling a staff member that another staff Alets me do it@_____

110 HORSE PLAY

- a. Wrestling_____
- b. Tackling_____
- c. Shadow boxing_____
- d. Pushing/shoving_____
- e. Water fights_____
- f. Throwing objects_____
- g. Play Karate_____

111 DRESS CODE VIOLATION

- a. Dirty Clothes_____
- b. Wrinkled Clothes_____
- c. Torn Clothes_____
- d. Missing Buttons_____
- e. Poor hygiene
- f. Unkempt hair
- g. Incomplete uniform

RULE VIOLATIONS AND CONSEQUENCES

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 111 Dress Code Violation	25 Demerits	5 Demerits
CATEGORY 2: 201 Disrespect to A Peer 202 Disrespect to Staff 203 Disrespect to Property (banging against walls etc.) 204 Disrupting School 205 Dishonesty - by omission/coverup 206 Not Following Directions 207 Breaking Confidentiality 208 Gossip/Rumor Spreading 209 Out of Area 210 Unauthorized Communication With Other Student 211 Violating rules that are unique to the facility	50 Demerits 10 Worksheet Points	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) 314 Major Disrespect 315 Illegal Items 316 Lending/Borrowing	80 Demerits 20 Worksheet Points	50 Demerits
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 Shave head 411 Layering 412 Runaway Plans	Loss of 3 Levels with minimum merits 50 Worksheet Points	Loss of 2 Levels with minimum merits 30 Worksheet 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 Level 1 with Zero Merits 80 Worksheet Points	Move to Level 1 with Zero Merits 60 Worksheet Points

If they do not have the Merit Points to use for Demerits, the student will go to Worksheets automatically.

ACADEMIC DEFICIENCY: Teachers work very closely each day on the amount and quality of work. If they determine that the 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, they get a Category 3 - “Academic Deficiency”

SELF CORRECTION:

When a student has a rule violation, staff may issue them the regular consequences or they may elect to give the student the option of doing a "self-correction". A "self-correction" is when a student takes responsibility for their actions and outlines how they are going to make behavioral corrections in the future. As a result, the consequence is significantly reduced.

WORKSHEETS POINTS:

Students obtain worksheets points each day during 6 two-hour sessions of worksheets. Academic work or special worksheets are completed in worksheets 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. 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 8 points every two-hour session for good behavior, if they do not receive any structure violations. The structure includes staying in the assigned study space without talking, distracting others, or being distracted. If a student violates this structure, he loses two points. If he violates it again, he loses an additional two points. A third violation results in the loss of an additional two points. A fourth violation would then result in zero points for that particular session, and the student would be put on *Notice* that any further violations would result in the student receiving a Category 4 “Worksheets Removal.” A fifth violation would then result in the student receiving a Category 4 “Worksheets Removal,” for refusing to cooperate with the worksheets structure, and the student may even be placed one on one with a staff member or placed on Observation Placement until they are willing to participate appropriately in the worksheets process.

LOSS OF LEVELS:

When a student receives a loss of levels, they go back to the appropriate level with the minimum amount of merits for that level. For example, if a student on level 5 loses two levels they would go back to level 3 with 1000 merits, which is the minimum amount of merits for Level 3. The lowest the student may be moved to, is Level 1 with zero merits. For example, if a student is on Level 2 and loses 3 Levels the student would move back to Level 1 with Zero Merits.

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

WEEKLY-CATEGORY 1 LOG

NAME: _____DATE: _____

[illegible]

FINES THIS WEEK: _____

TOTAL DEMERITS THIS WEEK: _____

ROOM RESTRICTION

Procedure:

1. **When a student refuses to function within the most basic parameters of the Program and/or are a danger to themselves or others, the student will need to be placed on Room Restriction. This simply means that the student will be restricted to their room (except for such things as meals, exercise, bathroom, etc. as safety allows) until they meet the outlined criteria.**
2. A staff member is assigned to provide supervision for the safety and care of the student on room restriction. Meals, exercise, and use of bathroom, should be supervised and appropriately structured, but never denied.
3. There will be a Category 4 Rule Violation imposed any time the student has to be placed on Room Restriction.

Criteria:

Before a student may be taken off Room Restriction, they must complete at least ten (10) of the assigned worksheet credits and then be approved by the Shift Leader.

RESTRAINT MEASURES

The Academy at Dundee Ranch Program is designed to minimize the need for physical restraint of a student; in fact, most students will go through the whole Program without ever needing to be restrained. However, we do work with highly oppositional teens who can, at times, be volatile, confrontive, resistive, and aggressive, making the need for restraint unavoidable. No matter what preventative measures we take, occasionally a student may act out, necessitating restraint measures. Circumstances which may warrant the need for restraint include, but are not limited to: to prevent the student from running away from the Program; to prevent the student from jeopardizing the safety of others or self; to prevent entering an unauthorized area; to prevent the destruction of property.

INTERNALIZATION PHASE

When the following requirements have been met, you and your child will be invited to attend a Parent/Child II Workshop.

- 1) Parents completed Parent Seminar
- 2) Child has obtained level 5, NO EXCEPTIONS
- 3) Child has completed all teen seminars and workshops
- 4) Child has a program recommendation

Typically this requires that the child be near completion of the program, be on the upper levels for some period of time, and be demonstrating a working attitude. Near completion means that your child is within 4-6 months of returning home. This is a critical workshop in which you and your child will begin the process on reintegrating the family. This is an opportunity to spend three days with your child without any distractions to work on past issues, strengthen family relationships, start the home contracting process, and begin to build a new family dynamic centered on your family purpose and values.

Once you and your child have completed Parent/Child II, your child will enter an Internalization Program at Academy at Dundee Ranch or the Program the child came from. This Internalization period is a minimum of four months. During this period, you will have greater access to your child to continue the process begun in Parent/Child II. The focus will be to work on the development of a home contract, resolve any final issues, complete educational requirements for school and set the foundation for return of your child into the family. An essential part of the Internalization Phase is the home visit. This allows for gradual reintegration of the family. The first home visit should be scheduled approximately 3-4 weeks into the Internalization Phase. A minimum of one home visit is recommended.

LIVING ARRANGEMENTS

The students live in a supervised, yet less restrictive environment. In this new setting the teens leave their comfort zone and begin a new way of life.

SCHOOL

The students will continue their academic program by attending school every day.

GROUPS AND MEETINGS

The students will have one Progress Review Meeting per day. The group session will focus on issues relative to the child returning home. Students who could benefit from AA or NA meetings will attend regular meetings under staff supervision.

ACTIVITIES

The adolescents may participate in a variety of community recreation, fitness or service activities. All activities will be supervised by adult supervision and approved by the Program.

The benefits that the Internalization Phase offers are invaluable. Internalization also allows for a "clearing" up of all Academic Credits, so that the student at the time he or she leaves the program will have an updated transcript that can be forwarded to his future school or college.

It also qualifies the student and his family to be eligible to attend all follow-up Parent/Child Workshops after the child has returned home. This provides an ongoing benefit and help to the student and family.

The Program is persistent in its efforts to succeed with every child. However, occasionally there are students who are resistive in such a manner that they become a risk to the staff, themselves, the Program, the environment, or to the other students. In these few cases, when the Director determines that a student has reached that point, the Sponsors agree and understand that the program will no longer be able to work with that student. The Program will, however, work with the parents to recommend options and alternative placement on an expeditious basis.

PROGRAM COMPLETION CHECKLIST

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

These steps may not always follow in this order; but at times in life you'll find that you need to back step to realize what you've passed up, which can help you move forward.

Each of these steps is important for you to make sure you have a firm footing to go home.

New Journey Home____/ ____/ ____

Parent/Child III____/ ____/ ____

Finish Home Contract____/ ____/ ____

First Home Pass____/ ____/ ____

Internalization____/ ____/ ____

Parent/Child II____/ ____/ ____

Level Six____/ ____/ ____

Staff Discovery____/ ____/ ____

Staff Two Day____/ ____/ ____

Level 5____/ ____/ ____

Staff Focus____/ ____/ ____

Staff Two Day____/ ____/ ____

Level 4 (Jr. Staff)____/ ____/ ____

Keys to Success____/ ____/ ____

Accountability____/ ____/ ____

Level 3____/ ____/ ____

Parent/Child I____/ ____/ ____

Focus____/ ____/ ____

Discovery____/ ____/ ____

Level 2____/ ____/ ____

Entry Date____/ ____/ ____

This sheet will accompany all students to PCII.

ADULT PROGRAM COMPLETION CHECKLIST

Facility Staffing ____/____/____

Visions Staffing ____/____/____

Focus Staffing ____/____/____

Parent-Child III ____/____/____

Continued Support Group ____/____/____

Home Visit ____/____/____

Home Contract Review ____/____/____

Parent-Child II ____/____/____

Discovery Staffing ____/____/____

Visions ____/____/____

Parent-Child I ____/____/____

Focus ____/____/____

Discovery ____/____/____

Support Group Attendance ____/____/____

Entry Date ____/____/____