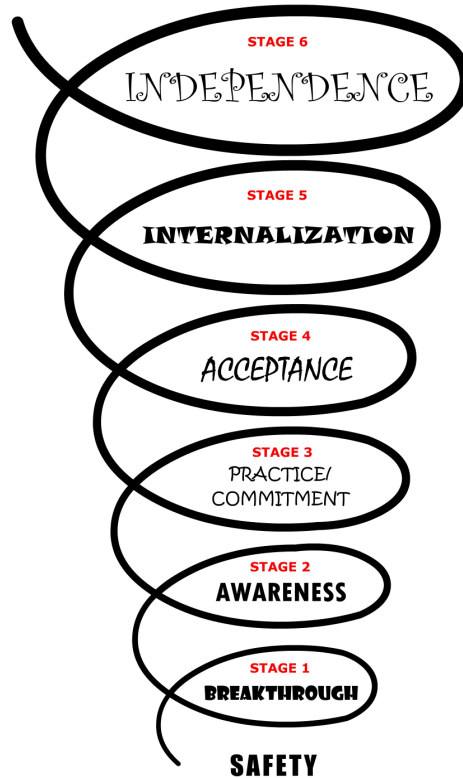


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Stages of Change



Parent Manual *Discovering the Greatness Within*

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Dear Parents;

We want to applaud your courage in taking the difficult step to seek residential treatment for your young daughter. We understand the many difficult hours you have spent getting to this point and unless you really were committed to helping your daughter change, you would not be considering a school and program like Moonridge Academy. You know who your daughter is better than anyone else and we consider you an integral part of our treatment team. You will be actively involved in her change process as well as creating family change and healing.

Moonridge Academy combines the best thinking of numerous clinicians, educators, and researchers to address the holistic needs of young adolescent girls who are struggling with issues such as body image, self acceptance, peer relationships, parent-child relationships, responsible decision making, organizational skills, sexuality, accessing resources and planning for the future. Every thing we do--whether clinical, educational, or recreational-- has one ultimate aim: to reinforce the idea in your daughter that happiness comes only from living according to the natural laws of life.

The internal structure of our program consists of:

- Developing healthy individual relationships that create lasting love and care
- Individualized treatment that focuses on the unique needs of each student
- Helping families reunite in healthier and happier ways
- Experiential basis to therapeutic and program activities
- Strengths focus in building new skills
- Teaching values and principles and finding the Greatness within
- Strong academics and developing a love for learning

Our staff is continually involved in trainings which enrich their ability to offer support to your family and in inviting your daughter to examine her choices, to mend relationships, to understand the need for her to live her life according to her core values and to do so of her own free will and choice. A positive peer culture continually influences your daughter to make different choices that assist her to get her needs met in healthy ways. Outside of her love for her family, she will tell you that her relationships with Moonridge staff and students are the most meaningful relationships she has ever had.

Your role as parents in this process is crucial. Your support and love is important in bringing about this change. Your willingness to complete your program work in a timely manner, to participate in parent weekends, and to support your daughter in this process until she graduates will be instrumental in helping us achieve these changes. That is why we want to thank you again for your willingness to be involved in this important process. Together, we will make a difference.

Sincerely,

Craig Rodabough, LMFT
Executive Director
CERTS

Jason Harrison, LCSW
Executive Director
Moonridge Academy

Darrellyn Dorais, LMFT
Clinical Director
Moonridge Academy

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DISCOVERING THE GREATNESS WITHIN

Moonridge Academy (MRA) is located on a small ranch in Utah's beautiful canyon country. That might seem like an unlikely place for your daughter to discover her "personal greatness." Yet we are confident that she, like others before her, will uncover talents, abilities, and special gifts—her greatness—while she is at MRA. Many of these you and your daughter already knew about before coming here. Some, we believe, will be discovered as you and she learn more about who she really is.

In Tibet, strangers greet each other by bringing their palms together in front of their chests and saying, "Tashi deley," which is written in Tibetan script at the top of this and other pages in this manual. It is usually translated in to English as "Hello." It literally means, "I honor the greatness in you." When Tibetans say this, they are honoring the place in every person where courage, love, hope, honor, and dreams live. Each of us has that special place. This is a place where strength and ability lay waiting to be used.

Sometimes we go to this place when we have great needs such as an emergency or crisis. A firefighter might go to this place to summon the courage to go into a burning building to save a life. A mother automatically goes there when she learns that one of her children is very ill, and finds, as a result, an ability to overcome fatigue or conflicting desires for a reason. Other times we go to this place because of great emotions within us. A young woman in love might stay up at all hours of the night, work hard, and accomplish things not normally possible because of the strength of her love.

Each one of us also has special gifts. These gifts and talents are unique to each individual. No other person on earth has the special combination of strengths and gifts that you have. Yet, because we seldom tap into our inner greatness and abilities, we tend to forget that they're there. Orison Swett Marden observed, "Deep within us dwell those slumbering powers; powers that would astonish us, that we never dreamed of possessing; forces that would revolutionize our lives if aroused and put into action." *Stages of Change* is a specially designed program to help you and your daughter discover—or rediscover—her inner greatness and then use it throughout her life.

Residential Treatment for the young adolescent girl is not just about eliminating destructive behaviors; it is about assisting her to find an identity that will serve her well for the rest of her life. Nearly everything about adolescence for young women centers on relationships...with themselves, with their female peers, with their families, with the opposite sex. Freedom for her begins when the heart, mind, body and soul work together to build a cohesive sense of self. Healthy relationships come when a young woman loves herself enough to surround herself with greatness.

Treatment is also about celebrating and enhancing the young adolescent's greatness as an individual and as a woman. It is about validating her experiences in the world, encouraging her creativity, and acknowledging her intelligence. Socially, young adolescents need to be taught to support one another's successes, to find and emulate adult women mentors so that they can, in turn, become positive role models for each other. Treatment should assist the young adolescent to connect with her own best wisdom and to trust her instincts while living by a code of conduct that is based on enduring values and principles.

The Moonridge Academy Personal Greatness Program is a unique, journey of self-discovery leading a student to re-discover her magic, beauty and serenity. It is the result of much study and research and is derived from our core conviction that we all have greatness within us, but that the journey for many young

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adolescent girls needs extra attention and care. The Personal Greatness Program is designed to help your daughter discover her own unique talents, abilities and greatness. The program is divided into six Stages of Change; the full explanation of these stages follows.

OUR MISSION STATEMENT

At Moonridge Academy, our mission statement revolves around 5 core values that we believe guide us in making decisions that are principle centered.

SAFETY

*Physical & Emotional Protection
Nurturing & Caring
Harmony
Trust*

RESPECT

*Honesty
Integrity
Honor
Trust*

CONSISTENCY

*Education
Training
Stability
Trust*

TEAMWORK

*Communication
Commitment
Responsibility
Accountability
Trust*

FUN/LAUGHTER

*Students
Parents
Counselors
Teachers
Therapists*

WHAT GUIDING BELIEFS FOUNDED MOONRIDGE ACADEMY?

You should know that there are core beliefs that we have at Moonridge Academy. These beliefs are the reason why we do what we do:

We believe that we do not change people. People change themselves when they are inspired, educated, loved, and find purpose in their lives. We believe that people who come face to face with their inner greatness have a desire to change for the better. The Moonridge Treatment Team will invite you, your family, your daughter to explore new concepts, skills, and ways of interacting which are designed to support your efforts to reunify your family.

This belief can be illustrated by a Native American legend:

A Grandfather from the Cherokee Nation was talking with his grandson.

"A fight is going on inside me," he said to the boy.

"It is a terrible fight and it is between two wolves."

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"One wolf is evil and ugly: He is anger, envy, war, greed, self-pity, sorrow, regret, guilt, resentment, inferiority, lies, false pride, superiority, selfishness and arrogance."

"The other wolf is beautiful and good: He is friendly, joyful, peace, love, hope, serenity, humility, kindness, benevolence, justice, fairness, empathy, generosity, true, compassion, gratitude, and deep VISION."

"This same fight is going on inside you, and inside every other human as well."

The grandson paused in deep reflection because of what his grandfather had just said. Then he finally cried out; "Oyee! Grandfather, which wolf will win?"

The elder Cherokee replied, "The wolf that you feed."

PROGRAM DIRECTOR AND MENTORS

Our Program Director is responsible for the day-to-day activities at Moonridge Academy. Our Program Director hires and supervises the line staff, manages the day-to-day tasks of the program, will interact with you and your daughter, and oversee some of the *Stage* work, will consult with the Therapists and Teachers as needed, and will communicate with you about your daughter's progress at Moonridge.

Your daughter will be assigned a "Mentor" who will come alongside her as a teacher or guide. A Mentor is also someone who cares about her personally and wants the very best for her. At MRA, we seek out a specifically chosen staff member to assign as your daughter's personal Mentor. This is a person she will be able to talk with about her life and her issues. The Mentor will be working closely with her to help her complete the *Stages of Change* program so that she can graduate from Moonridge Academy as quickly as possible and return home to your family.

TREATMENT TEAM

The Treatment Team meets weekly to review the progress of students through the program. A student on *Safety or Stage 1* is reviewed every week while students on *Stage 2 and above* are reviewed at least every other week. Each department provides input to the other departments. Students who are struggling behaviorally or emotionally are reviewed by the team and any student applying to advance to a new *Stage* is also reviewed by the Treatment Team.

The Treatment Team has the final vote in whether or not your daughter has completed work on a *Stage*. The Treatment Team is made up of the Director, the Program Director, the Nurse Coordinator, the Education Director, Therapists, Team Leaders, and Mentors—in other words, most of the people who work with your daughter at Moonridge Academy.

HOW DOES THE PROGRAM WORK?

Our *Stages of Change* program is based upon the child development research of Jean Piaget, human development theory of Erik Erikson, the experiential learning and personal growth concepts and research of Carl Rogers, the constructivist learning theory of Jerome Bruner, as well as the combined knowledge, experience, and expertise of every employee of Moonridge Academy during the spring of 2008. The title *Stages of Change* and the names for each Stage are the creation of the MRA students. We believe MRA has

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created a program that addresses the developmental stages of adolescent girls and their families; provides a therapeutic environment where relationships among families, students, staff, and our communities can flourish-- within a structure designed for safety, skill development, and exploration of new information; and encourages integration of concepts with experiences aiming toward successful family reunification.

Each of the six *Stages of Change* revolves around a series of five themes: Understanding, Impact, Expectations, Strengths, and Integrity. Using these repeating themes within each *Stage* is in accordance with constructivist learning theory, which suggests we learn in an upward spiral pattern where each new concept or solution builds upon information learned previously; where learning is facilitated by sharing the process with other learners; and where learning is a participatory act rather than a passive act (simply receiving/memorizing rote information). Students (and their families) will select tasks they wish to include in *Stages Work* and will be assigned tasks for each of the above themes according to their age/developmental readiness, learning style, and individual needs.

Safety

All newly admitted students are on *Safety Status* for a minimum of 24 hours after arrival at Moonridge Academy. A student moves up to Stage 1 only when she has signed the Safety Agreement, demonstrated a willingness to cooperate with expectations for safe behaviors, receives signatures of endorsement from her Mentor and Shift Leaders, and the Program Director authorizes her change in status. A detailed explanation of expectations is provided in the *Safety* section of this manual.

Stage 1

Breakthrough

1. Understanding..... Why am I here?
2. Impact..... How others are impacted by me (family, friends)? Write an impact letter.
Have a Welcoming Ceremony during group therapy
3. Expectations..... Get to know rules and follow them. Receive, review, and understand Treatment plan that covers all three components of MRA Program (Residential, Clinical, and Educational)
4. Strengths...What are my strengths? Find out what my family sees as my strengths.
5. Integrity.....Respect program and respect other people

Stage 2

Awareness

1. Understanding.....Identifying my own needs and wants (and what's the difference?)
2. Impact.....How are my family and friends being impacted by my actions now?
3. Expectations.....Evaluations of progress on my treatment plan (any new ideas?)
4. Strengths.....Focus on developing my strengths
5. Integrity.....Making better choices, identify my support team, building relationships

Stage 3

Practice/Commitment

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1. Understanding....Write my autobiography; be as honest as I can.
2. Impact.....How do I impact the world/my community in negative ways? Positive ways?
3. Expectations...Evaluations of progress on treatment plan (Do I need to try out additional skills to achieve more progress?)
4. Strengths.....Deepen relationships with peers, family, and all staff members. Use conflict resolution skills.
5. Integrity.....Experience and evaluate integrity in relationships with others.

Stage 4

Acceptance

1. Understanding....Plan for tools/supports to get my needs/wants met. Plan Home Visits.
2. Impact.....Plan for my impact on the world through service activities or projects.
3. Expectations...Evaluations of progress on treatment plan. Am I ready to be a Family Leader?
4. Strengths..... Be willing to allow peers and staff to see my strengths; share my strengths with others.
5. Integrity..... Accept my mistakes, forgive myself, seek solutions, ask for help.

Stage 5

Internalization

1. Understanding....What skills am I applying in my family relationships? Peers?
2. Impact.....Evaluate how the changes in my life impact my family in our Social Calls....and during Home Visits.
3. Expectations...Am I ready to become Junior Staff? What do I (parents, too) need to accomplish in order to prepare for reunification or another placement?
4. Strengths.....Be open to honest feedback from peers, staff, and family. Be able to engage in activities and conversations that enrich my relationships.
5. Integrity.....Honestly challenge myself, as I consider how my values, beliefs, fears, and hopes fit into my future. Am I using these well in my role as Junior Staff?

Stage 6

Independence

1. Understanding..... With input from Family, Staff, and Therapist design my personal Stage 6.
2. Impact.....Explore how my leaving MRA may impact my behaviors in the near future. How are my current behaviors/choices impacting my peers?
3. Expectations...Continue (or begin) Junior Staff role. Continuously self-evaluate my performance, my relationships with family, peers, and Staff.
4. Strengths.....Share my skills, sense of humor, and feedback to encourage peers in their programs. Reconsider any portion of my personal Stage 6 that appears to have a negative impact on peers.
5. Integrity.....Demonstrate my ability to take responsibility for my choices, behaviors,

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and moods. Show my willingness to notice when I let down myself or others—and to follow up by apologizing when necessary, seeking out solutions, repairing relationship(s).

STAGES of CHANGE ADVANCEMENT

Advancing through the *Stages of Change* at Moonridge Academy is a rather complicated process. To better understand it, we have outlined the procedure your daughter is expected to abide by:

1. She may not have any incomplete consequences given up to 24 hrs prior to the Treatment Team meeting.
2. She must complete all her current stage assignments, have each assignment signed off by the designated person, and submit her completed stage assignment paperwork to her therapist to bring to the Treatment Team.
3. She must not be on program or academic probation.
4. She must obtain her Mentor's and Therapist's endorsements and signatures for vote-up on the Advancement Application Form.
5. She must write a letter to the Treatment Team describing her progress on the *Stage Advancement Form* for the just completed stage, the principles she has learned, and how she is applying them in her life.
6. She must go before her peers in a group session and obtain 75 % of their support for a vote-up. If she obtains 75% of her peers' support she will have two positive votes towards her vote-up going into the Treatment Team meeting. If 75% of her peers do not endorse her movement, she will have two negative votes towards her vote-up going into Treatment Team.
7. If she does not receive her peers' support she has two options:
 - a. Submit the Advancement Application Form to Treatment Team along with her letter anyway and obtain a 75% positive vote including the two no-votes from her peers. This allows the Treatment Team to override her peers' perceptions of her and advance her to the next *Stage*.
 - b. Postpone her application to the Treatment Team for advancement until she feels she is ready. In this case, she may request a vote-up from her peers again just one week later.
 - c. If the Treatment Team determines that she has not completed all the necessary assignments or has not obtained all the needed signatures, her request for advancement will be postponed until the work is complete. If the work is completed and signed off, she may apply again the following week for advancement.
8. Once she is voted to the next Stage she will have a special Step-up ceremony to honor her accomplishments.
9. She also will receive charms for her silver charm bracelet to honor her accomplishments when she has completed a *Stage*:

<u>Stages of Change</u>	<u>Charm</u>
Stage 1---Breakthrough	Hammer
Stage 2---Awareness	Maze
Stage 3---Practice/Commitment	Compass
Stage 4---Acceptance	Heart in hand
Stage 5---Internalization	Puzzle piece
Stage 6---Independence	Butterfly
Education	Hat
Equine	Horse

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MOONRIDGE ACADEMY PERSONAL GREATNESS PROGRAM

In order to move from one *Stage of Change*, your daughter will have assignments and responsibilities that must be completed. **How long it takes your daughter to complete these assignments will be up to her.** There is no set time period for how long a girl **should** be on each *Stage*, however, most students will pass fairly quickly—usually only a few weeks--through the mandatory assignments of *Safety and Stage 1* which are aimed at facilitating a student's adjustment to being in residential treatment. She also begins therapy and is starting to make relationships with her peers and key staff members.

Some components within the *Stages* may take her longer depending upon her readiness to achieve goals and her readiness to learn and live the principles. Your daughter must work hard and meet all of the requirements in order to be ready to advance to the next *Stage*. Each assignment helps her to learn more about herself and reinforces the specific skills she has been taught on that stage. A student will spend more time on some stages and less on others, depending on where she is struggling the most. If she needs additional assistance there are optional assignments that will be added to her *Stages* work at the discretion of her Therapist and/or the Treatment Team. Collectively, the program both feeds and reinforces the progress a student is making in individual, family, and group therapy and on her individual treatment plan. Expect an uneven and somewhat bumpy journey as your daughter may be working on several core issues simultaneously. It is also likely that at some point she will struggle emotionally while she is working through some difficult personal issues in therapy and it will appear that her progress has stalled out. If this happens, embrace this development for what it really is: an opportunity for your daughter to revisit some skills and principles on a previous stage and to deepen her understanding of them. Such “setbacks” are often the normal launching pads for accelerated growth. Most girls at Moonridge Academy have to hit a “bottom” of sorts before they really can begin making the serious move into positive change.

The *Internalization Stage* begins when a student is getting ready to transition from residential treatment, either to home or to a boarding school. During this *Stage* of treatment she is functioning as a leader with her peers in treatment, making multiple home visits and co-creating her home contract with her family. This is the time when a student is “*living from the inside out*”. Her values and principles are transparent, she is respectful of the rules and structure that keep her safe, yet she can successfully negotiate to get her needs met. A student in the *Internalization Stage* is also developing a support team of friends and family at home who will hold her to standards of excellence. She will then go on and live the values that she has learned from the previous stages in an environment that is safe and will allow her to make mistakes and learn how to deal with them while at Moonridge.

Just as your daughter has assignments on each *Stage*, parents also have reading and writing assignments that must be completed. Your daughter will read some of your assignments and you will discuss others with her in family therapy. The ability of Moonridge Academy to assist your family in creating lasting change is greatly enhanced by the degree to which you and your daughter are all working on the same principles and skills and using them in your relationship to one another. **Please note that your daughter is not allowed to advance from one Stage of Change to the next unless your work for that Stage has been completed and faxed or emailed to your therapist.**

THE CHANGE PROCESS AT

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MOONRIDGE ACADEMY

Treatment

- Assessment and testing at admission (as needed)
- Development and implementation of interdepartmental treatment plan
- Continuous assessment via clinical consultation, treatment team review, educational consultant input and parental input
- Multidimensional, interdepartmental, holistic approach involving therapy, program, education and nursing/medical

Therapy

Individual Therapy Addresses:

- Master Treatment Plan
- Assignments focusing on your daughter's individual needs
- Family issues
- Program resistance/participation
- Discharge planning
- Aftercare

Different Theoretical and Tactical Approaches to Therapy:

- psychodynamic
- trauma based interventions
- Dialectical Behavioral Therapy (DBT)
- EMDR (Eye Movement Desensitization & Reprocessing for trauma treatment)
- Cognitive/Behavioral insight approaches
- Behavior management interventions
- Sand tray
- Play Therapy

Group Therapy Addresses:

- Student's individual issues brought to group by student/peers/Therapists
- Social /relationship issues
- Program resistance/participation
- *Stage* work assignments
- DBT skills groups
- Topic specific groups
 - Addictions
 - Adoptions
 - Sexual reactivity

Family Therapy Addresses:

- Master Treatment Plan
- Parents/students *Stage* work assignments
- Family issues
- Deepening attachment bonds among family members
- Student's program participation/resistance
- Discharge planning

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- Aftercare

Experiential Therapies:

- Equine
- Recreational riding
- Pony Club skill building
 - Horse care/barn care
 - Equine Assisted Psychotherapy
 - Group/team building/problem solving
- Horticultural therapy working in the soil growing plants, canning food, etc.
- Outdoor/Adventure experiences (canyoneering, rope/rock climbing, ropes course)
 - Group/team building/problem solving
 - Individual issues

Medical Department

- Medical/Nursing problems
- Psychiatric consults for psychotropic medication monitoring
- Feedback to treatment team regarding somatic complaints with possible psychological or manipulative basis

Program Department

Day-to-day living at Moonridge includes:

- *Stage* work assignments
 - Skill building
 - Focus on values and principles
- Relationship building:
 - Program Director
 - Mentor
 - Staff
 - Students
- Behavioral component
 - Daily feedback on program performance
- Activities of daily living
- Social skills
- Interpersonal skills
- Program goals
- Service
- Leadership opportunities for students

Parent Weekends and Therapeutic Visits

Family involvement in treatment creates opportunities for:

- Family healing and reunification
- Parents to measure student's changes
- Multi-family groups to learn and share with other parents
- Support

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- Learning
- Skill building activities
- Program Components experienced by parents
 - Drama
 - Equine
- Conferences held at Parent Weekends:
 - Family therapy
 - Program
 - Nursing
 - Education

WHAT MOONRIDGE ACADEMY CAN AND CANNOT DO

Girls who come to Moonridge Academy enter with a variety of self-destructive behaviors. Most are caused directly or indirectly by depression. This depression often is the result of a triggering event: possibly a messy divorce between parents, adoption, physical or sexual abuse, or a death in the family with which she has not come to terms. It may be the result of years of torment or discrimination by her peers. Sometimes it can be caused by a genetic, chemical predisposition to depression, attention deficit disorder with hyperactivity, chemical dependency or a whole host of emotional difficulties that are hereditary. Whatever the cause, your daughter's behaviors are not random. On the contrary, they serve important purposes for her. Virtually everything she does is to either gain more control (because not having control in her past situation was the cause of intense pain) or to feel better (because most of the time she doesn't feel good at all). With a few exceptions, Moonridge Academy can generally identify the cause of her pain and help her to alleviate a good deal of it, while also helping her develop a "tool box" of techniques, principles and values, and good habits to help her make better choices when dealing with pain in the future.

Our experience has also taught us that the larger community does not do an adequate job of supporting a family's attempts to prevent or stop an adolescent from spinning out of control. The media sends messages to seek instant gratification at any cost. Adolescent music often contains themes of violence against women and minorities, themes of instant sexual gratification, and encouragement to self-harm when pain is great. Negative peer groups have greater access to your daughter than you do. Researchers estimate that students are exposed to their peer group an average of 35-60 hours per week, while they are exposed to parents and family (when they are not sleeping) a mere 10-15 hours per week. By the fact of mere exposure alone, the influence of the peer group is twice to three times as powerful as the influence of parents.

Your daughter, however, was likely not the only one affected by those triggering events or her subsequent behavior. If your situation is normal, you and your other children, and perhaps extended family members have also felt the impact in a profoundly negative way. Further, the very coping mechanisms that your daughter has likely employed to regain control are highly disruptive to your family. Even the best parents fall prey to the relentless manipulations and control battles that come with the "high-risk teenage girl" territory. As a result, the overwhelming majority of parents unwittingly contribute to their daughter's downward spiral by how they react to what she does. If you are normal, in spite of your love and intense desire to see her get well, your actions have also played some role in your daughter being here at Moonridge Academy.

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This is why Moonridge Academy focuses on helping entire families rather than just “fixing” kids. The inappropriate behaviors of your daughter served her—she got something she needed or wanted through those behaviors—because you or others in your family responded in certain ways. You and your daughter were caught up in a most unhealthy “dance step.” The only safeguard against your daughter not reverting to these old behaviors is to make sure that you and the other family members around you are trained to react differently, to opt out of the “dance.” You must choose to break once and for all the old pattern of control battles and power struggles and respond in new and different ways. Anything less means your daughter, no matter how much she grows and changes while at Moonridge Academy will reenter an environment that will support old behaviors, thereby increasing the likelihood of their reoccurrence. You must be just as willing to grow and change as your daughter.

The fact that parents will need to change also is surely an uncomfortable thought for that parent who may not believe they have played a part in what has led up to a Moonridge Academy admission. Rest assured that this emphasis on parent involvement is a foundational principle of the Moonridge Academy program. Your daughter’s admission at Moonridge Academy opens up a window of opportunity for the entire family to grow, develop, and learn new and better ways to parent, communicate, and resolve problems. A number of parents have told us that the growth that the entire family experienced as a result of the program was every bit as important as their daughter’s improved state of mind.

When your daughter concludes her treatment at Moonridge Academy, we urge you to give her a special gift: a parent who has learned how to accept her for whom she really is while possessing all of the skills to help her make healthy choices. This gift will likely be every bit as precious to you as it is to her and everyone else in your family.

How do you begin giving this gift? As a parent, you will be heavily involved in your daughter’s Personal Greatness Program. You have reading and written assignments that are part of the parent *Stage* work. You also have weekly Family Therapy via the telephone. You will have visits to the facility and every other month you will participate in Parent Weekends at Moonridge Academy. In the sections that follow, we further describe the Personal Greatness Program and what your responsibilities are in greater detail.

IMPROVING THE CHANCES OF SUCCESS AT MOONRIDGE ACADEMY

There are four things you can do that greatly increase the probability of your daughter having a successful stay at Moonridge Academy:

- Make a personal commitment to have your daughter graduate from the program at Moonridge Academy
- Communicate this commitment to your daughter every chance you have
- Resist the temptation to rescue your daughter
- Support the program.

Graduation from the Program is the Goal

In order to graduate from Moonridge Academy your daughter spends hundreds of hours in therapy, whether individual, family, group, etc. She completes many therapeutic assignments and above all, she endures countless ups and downs over a period of time. In order to graduate from Moonridge Academy, it is not just a matter of what your daughter has *done*; it is who she has *become*. Advancement in the program is only

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awarded after professional and line staff sees that a student “lives” her changes. This ambiguity about when a girl gets to graduate can be disconcerting for the family trying to plan life, school, vacations, etc. Accept this as one of the conditions of having your daughter in residential treatment. Having her graduate can be the single greatest step you take to help her have a happy, productive rest of her life. Chances are she has had trouble in the past finishing things and graduation comes to symbolize that she has completed a huge change process.

Resist the Urge to Rescue

It is fairly common for parents to want to rescue their daughter from difficult situations, thus avoiding the natural law of choices and consequences. Because many girls at Moonridge Academy have come from difficult pasts, this natural human impulse of parents to spare their children pain is further strengthened. Typically, this pattern of rescuing is often one of the “family dance steps” that precedes admission. When your daughter breaks a rule or acts out at Moonridge Academy resist the urge to rescue her; rather, do your part to support the natural consequence of her actions.

Support the Program

Finally, it is common to hear horror stories from girls who are in residential treatment. Generally, the manipulations which were so common prior to your seeking admission for your daughter continue unabated for at least the first several months after she is in the program. It also is likely that these manipulative “dance steps” will reappear at various stressful moments (just prior to her committing to risk a change perhaps) during her treatment at MRA. Her agenda will typically be to get out of residential treatment quickly and by any means possible. As a result, you may hear a host of terrible things about the way she is treated, the injustices of line staff, why her Therapist cannot possibly help her and why Moonridge Academy is definitely the wrong place for her. Girls in this situation often will play the “divide and conquer” game. Just as some girls successfully could play Mom against Dad at home, she will now try to pit Mom and Dad against the program. If you have questions and reservations about her being in treatment your daughter will hear this and seek to exploit this weakness. This will be particularly true when Moonridge Academy has to take action because your daughter has acted out. Her version of the story will likely contain only that amount of truth that defends her innocence and supports her manipulation.

At Moonridge Academy, we teach our students to not be afraid of truth. We recommend the same to you. When you have concerns, contact the appropriate person at Moonridge Academy and get your concern resolved immediately. This allows you to stand united with your daughter’s Therapist and Moonridge Academy. This is so significant because of the number of students who expend a considerable amount of energy trying to get out of residential treatment rather than working on their own issues. The quickest way to see progress in your daughter is to have all parties agree that she remains in the program until graduation. After several attempts to get you to take her out prior to graduation, if you send a firm enough message, she will get it. She will then typically redouble her efforts to work the program, make progress on her issues, and graduate as soon as possible. In this scenario, everyone wins.

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PARENT STAGES OF CHANGE ASSIGNMENTS

Parents are assisted in developing new parenting skills by completing reading assignments from such books as: Come Back, by Claire Fontaine and Mia Fontaine; The Seven Habits of Highly Effective Teens, by Sean Covey; Reviving Ophelia, by Mary Pipher; Parenting Teens with Love and Logic, by Cline and Fay; and The Seven Habits of Highly Effective Families, by Stephen Covey. These are all available online (e.g. Amazon.com, BN.com, etc.) and at most local bookstores.

We also strongly recommend that you visit Arbinger Institute's website at www.ArbingerInstitute.com. The Staff of MRA receive trainings from Arbinger that we find have great impact as we interact with one another and with your daughters. Two resources we think are particularly useful are The Anatomy of Peace and Leadership and Self-Deception. The first one addresses the difficulties parents face as they strive to improve relationships with their children by offering a paradigm

If your daughter will be including 12-step work in her treatment plan, please purchase the Narcotics Anonymous Step Working Guide Workbook available at 1-818-773-9999, www.na.org or by fax @ 1-818-700-0700. Please purchase your own copy of each assigned book as soon as your daughter is admitted into the program, and you and her therapist have decided upon goals. Most families begin treatment with the Seven Habits of Highly Effective Families, as this book is a likely focal point of your family's Program work while your daughter is at Moonridge Academy.

Start with your *Stage* work immediately, please. It takes time to accomplish the requirements of each *Stage*. Many of the assignments are only truly beneficial if you allow sufficient time to ponder and thoughtfully consider the assignment prior to beginning. We ask you to neither rush your assignments, nor to wait until the last minute. Where you have questions, we invite you to write them down and involve your daughter's Therapist in finding the answers. As with so many things in life, you will get out of this program what you put into it. We strongly encourage you to make this *Stage* work a high priority in order to yield the greatest benefit for you and your daughter.

The homework for parents is found at the end of this manual. We also included a copy of the *Stage* work assignment sheets that your daughter will complete at Moonridge. These assignment lists are incomplete; as each girl and each family have unique coping skills, issues, strengths, and thus, will create a treatment plan to match the specific needs and goals of each family.

EDUCATION

Moonridge Academy provides a high quality NAAS accredited education program for Junior High and High School students. Since Moonridge Academy is an accredited school, the classes your daughter takes are transferable to your home school and count toward her high school graduation. During the regular school year, students take the following classes (at the appropriate grade level) M-F while at Moonridge Academy: English, Social Studies (to include US History 1&2, World Geography, and World History), Math (to include middle school math, Pre-Algebra, Algebra 1, and Geometry), Science (to include Middle School Integrated Science, Biology, Chemistry and Earth Science), Drama, Health, and PE. During the summer term, students take specially designed summer classes and have shorter school days. Classes that are designed to be more explorative give either ¼ or ½ credit based on the track that she has decided to take.

When your daughter begins at MRA she will take a learning style assessment which will assist her in learning doing assignments and studying. She will also complete a brief educational questionnaire which

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will help us get to know her better as a student. Throughout her stay at MRA your daughter will be expected to complete homework and turn it in on time in order to move through the stages and also earn program privileges. She is expected to participate in classroom discussions and in a respectful relationship with her teachers. She will find that school at MRA is enjoyable but also demanding. If your daughter ever needs assistance regarding school she can go to her teachers or to the education director for help. We will do our best to guide her in finding the answers that she needs.

School Rules:

- Students are to respectfully participate in all classes with teachers and fellow classmates regarding current school topic.
- Students are not to be talking to their therapist, nurse, ed. director, program director when in either a class or study hall as this is very disruptive to others.
- Students are to complete homework and turn it in on time as asked.
- Students are able to talk with other classmates in classes and study halls about assignments only. They are not to be discussing other program related things or have random discussions. This can be done during breaks.
- Students are only to use the bathroom during breaks from classes.
- Students are to be on time to all classes!!! School begins at 8:00. Be there on time or risk being held after or getting another consequence of some sort.
- Students may bring water bottles and drink water during class. Cups are not allowed as spilled water may damage MRA school property

Study Hall:

- Study halls are used for homework completion **only** for students who are on *stages Safety* through *Stage 2*. **When a student gets to stage 3** and on she can choose to work on homework, stagework, and/or consequences. She decides on her priorities and chooses accordingly, keeping in mind what holds more importance and what choice will not hurt your school grades when deciding.
- Students will be pulled from study halls weekly for therapy so they should not always count on it being there. Plan ahead!

Computer Use:

- The computers are for school, therapy or level work only. No typing of letters. No using of the computers for level work during school!!!!!!!
- Students on *Safety* through *Stage 2* are not to run the keyboard or mouse for the internet. They will need staff's assistance to navigate them to the desired websites. Students on *Stage 3 and above* have the privilege of navigating themselves through the internet. All students are always to obtain staff's permission and have staff supervise their internet use regardless of what stage they are on.
- Students will need the specific "Internet Permission Slip" to be able to use the internet. Students can get these from the person who is giving them an assignment for which the internet is needed.
- Type with no larger than 12 font for body of a paper and 14 font for titles.
- Type using Times New Roman, Arial or Trebuchet only.
- No Colored Ink ever!!!!!!!!!!!!!!
- No printing of pictures!!!!!!

MRA School library use:

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- Students can take out books from our school library. Students are to check to make sure that they are taking books out appropriately. Currently they are to list the book they are taking out along with student's name and date in the School Forms binder.
- Return books in the library where they were found according the library shelving guidelines when finished reading them.
- Mrs. Foley is the school librarian and she can answer any questions regarding it or its use.

Daily School Breaks:

- Students have 5 minutes in between classes for using the bathroom, filling their water bottles, chatting with people, etc.
- Students are to return from snack break on time. This is as important as them being on time to school first thing in the morning.

Academic Probation:

1. When a student's school grades fall below a "C-" in any subject, the teacher has the option to place her on Academic Probation.
2. Her privileges are restricted and any quiet or free time is spent on school assignments.
3. Her Mentor will offer special tutoring if a student is on Academic Probation.
4. When a student's grades reach a "C-" or above, her privileges are restored and she is no longer on academic probation. This needs to be received in written form from the teacher.

Extended Schooling:

Graduations don't always fall at the best times to coordinate schooling as they typically fall in between semesters. Moonridge Academy offers the opportunity for a student to complete school credits after she transitions appropriately from the program through graduation or an approved established transition plan. Extended Schooling is not offered to students if a student is taken out early. Schooling is offered on a voluntary basis and requires a commitment from both the student and parent(s) to complete the program. Extended schooling is not appropriate for everyone and will need to be approved by the education director previous to its beginning.

The cost of the extended schooling program must be paid prior to beginning work and is per class per credit as follows:

One Term or ¼ year (.25 credit)=\$360.00 per class and must be completed within 3 months
Two Terms or ½ year (.50 credit)=\$720.00 per class and must be completed within 6 months
Three Terms or ¾ year (.75 credit)=\$980.00 per class and must be completed within 9 months
Four Terms or 1 year (1.0 credit)=\$1,440.00 per class and must be completed within 1 year

If coursework is not completed within the allotted time for a course or courses, a one month extension may be purchased by contacting the extended schooling coordinator and re-contracting for the additional time at the cost of \$150.00 per course. There will not be a discount for completion of a course within its allotted time due to the amount of preparation and work that teachers need to do.

There is an initial set up fee of \$500 for extended schooling which needs to be paid prior to the teachers preparing work.

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Moonridge Academy teachers will provide assignments equivalent to the credit the student requests and will be available for questions via e-mail or by leaving a message for them to return your call at (435) 586-9585. Teachers will return calls after school hours are finished @ 1:00pm MST.

THERAPEUTIC SERVICES

While your daughter is on **Safety or Stage 2**, your family Therapist and the Program Director will call/email weekly to give you updates on her adjustment to Moonridge Academy. Generally, when your daughter has begun work on Stage 1 your family begins family therapy by telephone. However, in some instances, family therapy will begin earlier/later if your Therapist determines that it is therapeutically appropriate. Family therapy occurs weekly and lasts about an hour. While it is occasionally difficult to do so, your Therapist will work with you to create a preset appointment each week to fits everyone's schedule. We thank you in advance for your patience and willingness to accommodate schedules as much as possible. Your Therapist will give you additional information about family therapy prior to starting.

The importance of family therapy is to give parents a weekly opportunity to establish a healthier connection with their daughter. It also offers you a chance to implement the techniques you are learning. Family therapy often becomes a forum for disclosure and forgiveness. Studies about which types of therapy have the most impact on troubled teens show that family therapy to be one of the most powerful resources available. We strongly encourage parents to understand this and to do everything in their power to make time for regular therapy sessions.

If you and your spouse are separated or divorced, we ask that you to make every effort to participate in family therapy together with your daughter. Your entire family will benefit from your united efforts at healing your family despite a separation or divorce. If it is not possible for you to participate together, your Therapist can only schedule one appointment with you, and one appointment with your daughter's other parent every other week.

Should your daughter be dropped back to **a lower Stage** for any reason, after family therapy has already begun, the family therapy will continue unless you and your Therapist determines otherwise for therapeutic reasons.

Individual Therapy

Your daughter is assigned a Primary Therapist and meets with her Therapist two to three times weekly, or as often as needed. Individual therapy addresses your daughter's personal issues, family issues and relationships with peers and staff. There will most likely be times when your daughter is required to bring issues that she is working on individually with her Therapist to the larger group in group therapy.

Family Therapy

As noted above, you have family therapy most weeks after your daughter has graduated from **Stage 1**. Typically it will be a phone call with you, your Therapist, and your daughter. Occasionally family therapy may be with just you and your Therapist. There will most likely be times when your daughter is required to bring issues that she is working on in family therapy with you and her Therapist to the larger group in group therapy.

Therapist Update Calls

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Periodically your Therapist will call you to review your daughter's progress in therapy. These calls will be arranged to accommodate your schedule.

Group Psychotherapy

Your daughter has group therapy sessions generally Monday through Friday. Group therapy includes the following:

- Issues group: students bring their personal issues to work on with peer input)
- DBT skills group: facilitates the learning of emotional regulation skills, distress tolerance skills, Core mindfulness and interpersonal effectiveness)
- Sand Tray therapy: students use the sand and symbolic items to represent core issues)
- Horticultural therapy: an experiential group using plants
- Young Women's Lives group: a group addressing topics from the *Young Women's Lives* curriculum
- Recovery group: for students with addictions issues
- Special topic groups: adoption group, sex abuse group, anger management group, etc.

MEDICAL CARE

MRA has contracted with several different medical care providers in the community. MRA's medical policy is to provide medical care for acute medical problems as the need arises. Chronic medical problems such as asthma will receive ongoing medical care as prescribed by your family physician. Due to the brief time your daughter will have at MRA, we encourage parents to have any routine medical care such as six-month dental check-ups or chiropractic visits completed before admission.

All medical problems that occur while your daughter is enrolled at MRA are evaluated by the Nurse Coordinator and referred on to the appropriate health care provider. Parents will be notified and approval obtained for medical treatment unless the medical problem is determined to be an emergency. In an emergency situation our staff is instructed to get immediate medical intervention. The Nurse Coordinator or Director will contact parents as soon as possible if there is a medical emergency. The Medical Clinic will bill your insurance company; however you are responsible for all payments to the medical clinic.

If unusual medical procedures are recommended or if your daughter is seriously ill or injured you are notified immediately and consulted prior to your daughter undergoing such procedures. If immediate treatment is required to save your daughter's life and you cannot be reached in advance, MRA will authorize medically necessary services be provided to your daughter and you or your emergency contact person listed on your application for admission will be notified at the earliest possible time. See your admission contract for clarifying information.

NURSING CARE/SICK DAY RULES

1. Students take medication as prescribed.
2. Students seek immediate medical attention if injured or suffering from any illness.
3. Students complete a Medical Request form and submit to the Nurse if the illness or injury does not need immediate medical attention.
4. Students follow their medical care plans as prescribed.
5. Students going to the doctor may only be treated for the symptoms listed.
6. *Stages* work must be signed off by the Nurse even if the student is not taking any medication.
7. Acne cream/medication is kept locked with other medications.

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8. If a student wishes to discontinue taking her prescription medication she must first discuss it with the Nurse and obtain medical approval.
9. Students will be weighed weekly and it is MANDATORY.
10. Nurse tracks student menstrual periods and vital signs regularly.
11. Students are NOT allowed to know their weight unless for therapeutic reasons her Therapist or the Nurse determines otherwise.
12. When a student goes to the doctor Staff accompanies the student into the examining room.
13. It is Moonridge Academy policy to prevent students from transmitting infectious diseases to other students or staff, and to encourage students to rest and recover from an illness in order to shorten duration of illness. The Shift leader may authorize a sick day for a student if she meets the criteria for sick day. The on-call staff or Nurse is notified if a student is placed on sick day.
 - a. Students report illnesses to the Nurse Coordinator by completing and submitting the *Student Request for Medical Treatment Form* or by the staff reporting urgent medical problems to the on-call staff or the Nurse Coordinator (if she is on duty).
 - b. If a student experiences any of the following, the student is placed on medical sick day:
 - i. Fever > 100
 - ii. Involuntary vomiting
 - iii. Diarrhea
 - iv. General malaise
 - v. Muscle sprain that limits mobility
 - vi. Moderate headache, sinus or chest congestion
 - vii. Medical limitations as defined by a physician
 - c. Medical sick day is determined by the Shift Leader who informs the Nurse Coordinator, Program Director or the on-call Therapist.
 - d. The Nurse Coordinator, Director, Program Director and/or on-call Therapist will evaluate students on medical sick day per their symptoms to determine if the student is well enough to return to normal activities.
 - e. Students on medical sick day remain in bed except for activities to care for personal needs.
 - f. Students on medical sick day do not participate in school, group activities or therapy.
 - g. Students are encouraged to do homework, write letters and read as tolerated.
 - h. Students may listen to music if approved by staff.
 - i. Students are restricted from housekeeping chores such as food preparation or dishwashing until recovered from illness.
 - j. The Nurse Coordinator evaluates the student and assesses the need for further medical intervention by a physician. If the medical condition worsens, any staff may request that the student be taken to medical care facility.
 - k. Unless the illness/injury meets the criteria for emergency medical treatment, the Nurse Coordinator contacts the student's parents and obtains permission for treatment by the LIP.
 - l. Students on medical sick day use standard precautions when interacting with staff and students
 - m. A *Medical Care plan* is placed in the student's bedroom binder for the purposes of instructing staff on medical interventions.

PSYCHIATRIC AND PSYCHOLOGICAL SERVICES

If your daughter takes psychopharmacologic medication, our contracted Psychiatrist will evaluate and prescribe psychopharmacologic medications for your daughter as necessary. He will conduct a psychiatric assessment (including a review of the records and an interview with your daughter) within 30 days of admission. Should the Treatment Team (Director, her primary Therapist, Program Director, Staff Nurse,

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etc.) or the psychiatrist wish to consider a psychopharmacologic medication change, we will consult with you first before proceeding.

Many parents worry that the Child Psychiatrist will “just throw meds at my kid.” You will be happy to know that Dr. Nielson is knowledgeable about all forms of mental health treatment, both traditional and alternative. His policy is to do a full mental health evaluation to assure that he truly understands the problem and can render an accurate diagnosis. Then he works with parents, students and the treatment team to choose the most appropriate treatments from among the many remedies available. Dr. Nielson also consults with parents and students frequently to assure that the treatment is effective, well-tolerated and is adjusted over time as symptoms wax and wane. In the end, he is confident of his ability to construct a treatment plan that will provide the best outcome for students.

Medication reviews are scheduled monthly until the psychiatric team determines that your daughter is stable on her current medications. At that time medication reviews may be scheduled every two to three months. The cost for these appointments will be deducted from your daughter’s trust account.

When Dr. Neilson is meeting with your daughter he will call you to confirm your support for any recommended changes. The Moonridge staff will give you a time frame during which you can expect a call from Dr. Neilson.

All students receive a psychological test, the **MMPI-A** (Minnesota Multiphasic Personality Inventory-Adolescent version) and the **Beck Depression Inventory** from which a brief report for treatment planning and medication management purposes will be written. Our staff psychologist administers the test and writes the accompanying report. If your daughter has had the **MMPI-A** administered within the past six months it will not be necessary to repeat the test. Please have the report(s) sent to MRA.

In addition, other screening tools may be administered to assist in the following diagnoses: depression, anxiety, bipolar disorder, ADHD, obsessive compulsive disorder and others. The cost for these tests and screenings will be deducted from your daughter’s trust account.

If the **MMPI-A** and the **Beck Depression Inventory** do not answer our diagnostic and treatment planning questions, we may recommend that your daughter undergo more extensive neuro-psychological testing or other testing administered by our consulting Neuropsychologist. The costs for these additional tests will be deducted from your daughter’s trust account and will be discussed with you in advance.

MEDICATIONS

Some students at Moonridge Academy take prescribed medications for a variety of medical reasons (depression, anxiety, acne problems, allergies, etc.). We will keep your daughter’s medication locked in the Nurse’s office and staff will dispense the medication according to doctor’s orders. Dentist-prescribed retainers and replacement contact lenses are also kept in the Nurse’s office.

If at any time you or your daughter wants to change the prescribed medication she is taking by increasing or decreasing it, you or your daughter may speak to the Nurse or to your Therapist about this. Your daughter’s Primary Therapist or the Nurse will bring this information to the Treatment Team to discuss it there. You will be contacted to make sure that you agree with this change. If the Treatment Team agrees that a medication change is a good idea, the psychiatrist, doctor or psychiatric Nurse will be contacted. The

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psychiatric team will talk to the Nurse and may meet with your daughter in person to discuss the idea. After that medication may be changed and the Nurse will see that your daughter's new prescription is filled and dispensed properly. Should the Moonridge Academy Treatment Team (Director, her primary Therapist, Program Director, Staff Nurse, etc.) or the psychiatrist wish to consider a psychotropic medication change, we will consult with you first before proceeding. All prescriptions are filled at a local pharmacy. You may speak directly to the Managing Pharmacist if you have questions or concerns.

Your daughter may need other over-the-counter medications for simple problems like headaches, trouble sleeping, insect bites, coughs and colds. Our doctor has provided us with a list of medications that staff may give you as you request it. If your daughter asks for this medication too often, the Nurse may talk to her about finding other ways to solve her problems.

Medication Refusal

If your daughter refuses to take prescribed medications without first following the above procedure, she will be placed on a Safety Time-out. This is because some medications cannot be stopped suddenly without the risk of serious side effects. Another reason for placing your daughter on a Safety Time-out is that she is required to follow all program rules and policies while enrolled at Moonridge Academy, and she may not unilaterally discontinue any prescribed medication.

THE RIDING AND EQUINE COMPONENT OF TREATMENT - REINS OF CHANGE

Your daughter will have many opportunities to interact with horses while she is in treatment. The equine program at Moonridge is managed by a non-profit organization *Reins of Change* and is comprised of several components:

The recreational riding program is comprised of English riding. The English riding component is more extensive, as we offer students the opportunity to learn dressage, jumping and cross country skills. All interested students participate twice a month in a riding clinic conducted by an approved USEF certified judge.

A component of the recreational riding program is the **United States Pony Club**. We are very proud to be the first residential treatment facility in the United States to be designated as an official Riding Center by the United States Pony Club. The mission of the Pony Club is to develop responsibility, moral judgment, leadership and self-confidence and is an international program that allows our students to learn:

- to ride
- to participate in mounted sports
- to learn and participate in horse care
- to learn and participate in stable management
- to learn about veterinary care.

The Pony Clubs have different certification levels called the Standards of Proficiency and all students are required to join the Pony Club and achieve their "D" certification. Movement through the "C", "B" and "A" levels is optional and requires extra time with the horses, as well as parental consent. In order to move up from the beginner level of a "D-3", D-2, D-1, C-3, C-2, etc. to the advanced "A" level requires that a student study a manual and take both a handwritten and riding test on a horse. Certifications and membership are

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transferable to any other club nationally or internationally. Your daughter will have mandatory equine assignments to complete while she is enrolled at Moonridge (See the section titled *Your Daughter's Stage Work* for specific assignments). If she is enthusiastic about riding and wants to gain more skills, there are also optional skills she can master.

Private riding lessons are also available to students and are taught by a highly skilled USEF certified judge. Riding lessons may be arranged by contacting the Equine Manager listed on the phone directory in this manual.

There are also opportunities for students to interact with other local and regional Pony Clubs for horse knowledge bowls, rallies and scholarships.

Horse Management Class is held twice a month in the evenings. It involves learning the anatomy of horses, horse care, guest speakers such as equine veterinarians, etc.

ACTIVITIES

In addition to school, therapy, and *Reins of Change* your daughter will participate in a variety of activities while she is enrolled at Moonridge Academy:

On-campus Activities

Activities may include cooking games, puzzles, library time, crafts, crochet and knitting, exercise class, playing with our dog, and outdoor sports on our basketball court and on our grassy field.

All students participate in horticulture activities, growing a fruit and vegetable garden as well as planting and maintaining flower beds and baskets on campus.

Off-campus Activities

Activities may include hiking, horseback riding, swimming, field trips, bowling, shopping, movies, plays, museums, and service projects. Each month students on *Stage 2 or above* have the opportunity to go off campus as a group and to participate in social activities with their mentors and staff. Such activities may include dinner and a movie, or a preplanned shopping trip. Students must budget for their activities and the amount spent is deducted from their Student Personal Account.

Exercise

Workout time is held for 45 minutes two or three per week. Workout includes calisthenics, team sports, running. Your daughter will keep a Physical Fitness Exercise Log and will be required to have a staff member sign off that she has exercised in order to progress through the *Stages* of the program and to graduate. She will earn PE credit for this program. She will also have other opportunities to exercise like hiking or playing sports.

Morning and Closing Group

Each morning and at the end of the day MRA students and staff gather together to begin or end the day on a positive note. A Shift Leader or *Stage 5 or 6* student leads the devotional. Devotionals consist of music, poetry, inspiring thoughts or stories, a challenge for the day, or something to be grateful for.

Students meet every evening for a Close of the Day Group. This group is led by *Stage 5 or 6* peers and is supervised by staff. Close of the Day Group focuses on what was positive and negative about the day, what

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was hard and what was good. Each student takes a turn to evaluate her day. Problems and solutions are also discussed. Time is taken at the end to acknowledge the good things people see in others.

Sunday Speaker

Frequently your daughter will hear from a speaker teaching about principles of life such as honesty, hard work, love, and forgiveness. These are traditionally held on Sunday evenings and she will be dressed in her Sunday outfit. Guests are invited to share dinner with the your daughter and her peers.

Library Time

Your daughter has opportunities to check out books and music from our in-house library. Students also go to the Cedar City library where they can check out reading materials.

Movie Night

Friday or Saturday nights students have a movie night. No rated-R movies are allowed.

Quiet Time

Each day your daughter will have some quiet time to herself. Quiet time is limited to homework, journaling, workbooks, self-history scrap books, and reading, writing letters, board games, puzzles, Mentor meetings, life skills or therapy assignments.

Service Projects

A student has the opportunity to come face to face with the realities of others' needs as she participates in service opportunities. Service provides an opportunity for us to learn the work of loving well. Service projects are varied in size and scope and may include cleaning litter, helping maintain a local trail, or repairing broken toys. All students are encouraged to seek service opportunities within the larger community of their neighbors and in the smaller community of their peers. Students develop and exercise skills in seeking out needs and formulating plans for meeting those needs as she helps her peers and her community.

CHORES

Your daughter will be assigned a weekly chore. Each Monday she will receive a new chore assignment. In order for her chore to be considered complete it must be passed off by staff or the student chore checker. If the job is not completed correctly your daughter will be required to go back and finish it until staff or the chore checker accepts it. Dog care will be included in weekly chore assignments. The Moonridge Academy philosophy of work is, "It's not done until it's done right." Your daughter also is responsible for caring for her personal bedroom space and doing her own laundry.

1. Chores are assigned weekly and a student is responsible for that chore.
2. Chores are to be completed to the stated standard of excellence.
3. Chores are to be kept up throughout the whole day.
4. Chores are to be completed by the student to whom they were assigned; no trading.

CLOTHING & PERSONAL ITEMS

Number of Articles of Clothing Allowed

Your daughter will be allowed no more than the following amounts of clothing.

- 5-7 shirts/tops
- 5 pair jeans

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- 2-3 pair shorts or capris
- 7-10 pair underwear / bras (No “Victoria’s Secret” or similarly fashioned items)
- 8-12 pair socks
- 2 pair pajamas
- 1 bathrobe
- 1 nice dress
- 2 jackets / coats
- 2 sweatshirts/ sweaters
- 1 swimsuit (one-piece only)
- 1 pair dress shoes (with heels not higher than 2”. No platform shoes)
- 1 pair all-purpose sports shoes (e.g. cross trainers)
- 1 pair shower flip-flops
- 1 pair sweatshirt and sweat pants
- 1 pair house slippers
- 1 set work clothes for cleaning, rec riding, outdoor work, etc.
- 1 pair exercise clothes- athletic shorts, t-shirt

****Please see dress code if you have any questions regarding appropriateness of dress.**

Required Personal Items

- 2 bath towels, hand towels and washcloths
- 1 electric razor
- 1 toothbrush
- 1 personal journal
- toothpaste
- deodorant
- hairbrush / comb
- 1 paper / envelopes for letters
- 2 personal religious texts-optional
- 1 small battery powered reading light
- 1 Daypack for hiking (you may also have a camelback pack)
- 1 Back pack for school
- Pillow and blanket are optional

Storage of Personal Items

Students are allowed to have the following personal items in addition to clothing and toiletries:

In the bedroom:

School books- in student’s backpack

Greatness binder

Program books (7-Habits, NA books, etc.)

On the bed:

Personal blanket and pillow from home

1-stuffed animal or decorative pillow from home

Reading light-battery powered only

In the tub underneath the bed:

2 photo albums

Disposable cameras

Mail sent by family and (at the appropriate *Stage*) approved friends

2-Religious texts

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Reading materials- approved by the Program Director

New journals (old journals brought from home must have Therapist approval to remain in the bedroom)

Stationery and envelopes

On the bulletin board:

Pictures of family and pets

Inspirational cards/plaques sent by family

In the Business office

Knitting and crocheting supplies (hooks, needles, and other sharps)

Personal Art supplies

In contraband:

Suitcases

Clothing articles not allowed in the program

Purses

Jewelry

Pictures in excess of what fits on the bulletin board

Property at Intake

An Intake Supervisor searches all incoming property. Contraband will be considered anything that is not on the Required Personal Items Inventory or falls under the Banned Items category. If any property is found that is illegal it will be turned over to the proper authorities. All acceptable property will be labeled with your daughter's name in black permanent marker. All property considered contraband will be sent home or kept in her contraband bin.

Out-going Property

Upon leaving the Moonridge Academy program, the facility will make every reasonable attempt to make sure that your daughter is leaving with her property only. Property in question will be held until the owner is identified. All property left on campus for any reason longer than 30 days will be considered property of Moonridge Academy.

Banned Items

- Aerosol Sprays
- Knives
- Drugs, Alcohol, Cigarettes
- Mouthwash
- Fluoride Wash
- Nitrous oxide Propellant (MACE)
- Pornography
- Lighters/Matches
- Personal Radios
- Straight Razors
- Unapproved Books or Magazines
- Personal computers
- Cell phones
- I-Pods, MP3 Players, etc.
- Hand held electronics
- Glass containers of any kind or glass in picture frames
- Mirrors (Especially in make-up compacts)

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- Student's Medications (Put in the Nurse's Station with a note on them)
- New clothes (All items need to be inventoried)
- Thong underwear
- Band t-shirts
- Books (All of them need to be searched and then approved by the Program Director)
- Gum/Candy
- Money
- Purses, wallets, bags (run risk)
- Flashlights
- Inappropriate pictures
- Blade or anything sharp enough to be used to cut with.

Storage of Personal Property

Your daughter may store a limited amount of property at MRA in her contraband bin or in her suitcase.

PROGRAM POLICIES

Moonridge Academy has general rules to help maintain structure in the program. These rules were created to ensure Safety, Respect, Consistency, Teamwork and Fun.

GENERAL RULES:

1. Students do not use alcohol, drugs or any other substances that may be harmful. (Safety)
2. Students do not smoke or chew tobacco. (Safety)
3. Students do not self harm in any way. (Safety, Respect)
4. Students do not swear. (Safety, Respect)
5. Students do not talk about sex unless they are in a therapeutic situation or an education class where sex is a topic of discussion. (Safety, Respect)
6. Students do not use gang signs, graffiti, or paraphernalia. (Safety, Respect, Teamwork)
7. Students are not allowed to have inappropriate conversations, i.e., glorifying old behavior, unhealthy talk about drugs, friends, boyfriends, bands, racially degrading comments etc. (Safety, Respect, Teamwork)
8. Students are not allowed to negatively compare MRA and /with past programs/schools. (Respect)
9. Students do no pass notes of any kind to anyone, unless approved by Staff. (Safety)
10. Students do not *Staff-shop* i.e. look for the staff who will tell them what they want to hear after another staff has spoken, or looking for the *easiest* staff to respond. (Respect, Safety, Consistency, Teamwork)
11. Students show respect to peers and Staff. (Respect)
12. Students respect the physical boundaries of others (i.e., no laying heads on each others shoulders/laps, no snuggling during movie time, no hand holding etc.) without Staff permission. (Safety, Respect)
13. Students do not threaten or intimidate others. (Safety)
14. Students do not have sub-groups or cliques (exclusive friendships or excluding other students) that negatively effect treatment. (Safety, Respect)
15. Students call each other by first names. Nicknames may be used unless otherwise directed by staff. (Respect)
16. Students are respectful of others' property. (Respect)

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17. Students take pride in their bedrooms and keep them clean and orderly. This includes folding your clothing neatly and placing clothing in the drawers or closet shelves, all personal items are to be kept in the bins under your bed, and all dirty clothes need to be placed in your dirty clothes bag in the closet. No items are left on the dressers, beds, or the floors. (Consistency, Respect)
18. Students do not leave personal items out of place without Staff permission. (Consistency, Respect)
19. Students are not allowed to hang out in their bedrooms unless approved by Staff. (Safety)
20. Students are not allowed to go in other bedrooms without Staff permission. (Safety, Respect)
21. Students who have a bathroom inside their bedroom must ask for permission to go into their bathroom, whether or not they are inside the bedroom. (Safety)
22. Students follow Stages of Change privileges and restrictions. (Respect, Consistency)
23. **ALL** students are to ask to go up and down from the different levels of the house and in and out of the house. They also need to ask to go in a bedroom other than their own and in any office with the exception of Family Leader and Jr. Staff. (Safety, Respect, Consistency)
24. Family Leaders and Jr. Staff students need to announce where they are going within the house and should inform staff if they will be out of the line of sight of staff. (Safety, Respect)
25. Jr. Staff are permitted to be on a different level of the house to do specific tasks when prompted by Staff. (Teamwork)
26. Jr. Staff may not escort a student to a different floor of the house unless there is a Staff member on that floor of the house. (Safety)
27. The posted schedule is followed unless directed otherwise by Program Director/Director. (Consistency)
28. Cleaning supplies must remain locked at all times. (Safety)
29. There **MUST** be at least one Staff member on the same floor of the house with students, except for Jr. Staff students. (Safety)
30. Students may **NEVER** enter any offices without permission and supervision of the Staff. (Safety, Respect)
31. Student should never be in the Main Office. (Respect, Safety)
32. All items brought into the house must be inventoried. Items not allowed will be sent home or placed in student's contraband. (Safety, Consistency)
33. Students respect other's private, quiet time and emotional space boundaries. (Respect)
34. Students do not sell, trade, extort, or gamble, anything from anybody at any time. (Respect)
35. Male Staff are not allowed in student's bedrooms when students are in them, unless there is a safety issue, or unless accompanied by a female Staff. (Safety, Respect)
36. Students exercise according to weekly schedule. (Respect, Teamwork)
37. Students respect program pets and treat them accordingly. (Respect)
38. Students leave their water bottles outside of their bedrooms when entering the room and when sleeping at night to prevent messes and safety concerns. (Safety)
39. Students leave their slippers outside their rooms during sleeping hours to prevent running away and hiding unsafe items. (Safety)
40. Students are expected to follow proper table manners. They are to speak in an appropriate vocal volume level, refrain from inappropriate conversations and/or inappropriate bodily functions at the table during meals. (Safety, Respect)
41. Students are not allowed in the laundry room without Staff supervision. (Safety)
42. Students are not allowed on the Internet without permission slip from therapist or teacher, or without Staff supervision. (Safety)
43. Students are expected to respect MRA property which includes sitting properly on couches and chairs, not placing their feet on furniture, or sitting on tables. (Respect)

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44. Students are to keep conversations at a reasonable volume appropriate to the activity. (Respect)
45. Students must have a written note from therapist, program director, or staff in order to have special permission to modify activities or expectations. (Teamwork, Consistency, Respect)

DRESS CODE

1. All clothing and personal items must be labeled. If labeling fades, falls off, etc., it must be re-marked.
2. No borrowing, sharing, selling, trading, or giving of clothing to any person.
3. No sharing personal items (flat irons, brushes, combs, etc.)
4. Students dress modestly and appropriately.
5. Students wear their pants at waist level. (Sagging is not permitted).
6. No sleeves over hands (hands must be exposed).
7. Clothing should be clean, free of holes and markings, and activity appropriate.
8. No one should see skin on the stomach when a student lifts her arms above her head.
9. Dresses and pants may not be lower than the top of the ankle
10. Underwear must be appropriate. Thongs are not allowed.
11. Students must wear a bra at all times, except when sleeping.
12. Students may not wear underwear, undershirts, or thermals as outer garments.
13. Students may not hang items from belt loops, or pants.
14. Students may only wear sunglasses outside.
15. Students may not have bandanas, or nylon head coverings.
16. Hats are to be worn outside only.
17. Students may only wear one-piece swimming suits.
18. Students must wear socks and slippers in the house.
19. Shoes are to be kept in the locked shoe closet.
20. Students have a dress-up "Sunday outfit" for special occasions.
21. Dress shoes may not have a heel higher than 2".
22. Pajamas, not nightgowns are worn during sleeping hours.
23. When any clothing articles need to be replaced, a student must pay for this out of her Personal Student Account.
24. Students do not wear any gang related clothing.
25. Jeans and/or pants may not be skin tight.
26. Tops/shirts must be long enough to cover the stomach, do not reveal cleavage and are not so form-fitting as to broadcast the breasts.
27. Shirts/tops may not be sleeveless.
28. Clothing may not have unapproved logos, writing or artwork on it.
29. Students must wash their own clothing with their weekly laundry.
30. If student wishes to purchase more clothing, they will be able to have parents mail them more clothing or purchase it during Parent Weekend or on home visit.

CONFLICT RESOLUTION

The following are guidelines and we understand that there are different ways to resolve conflicts for each individual girl.

1. Students are accountable for their own behavior.
2. Students confront to help not hurt.
3. Students accept confrontation without arguing, or assuming an aggressive posture.

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4. Students respect each other's differences and similarities.
5. Students treat everyone with respect.
6. Students do not lie.
7. Students do not support any negative behaviors.
8. Students do not use profanity or vulgarity.
9. Students do not take a "victim" stance.
10. Students do not assume or read minds. Students ask for the facts.
11. Students do not spread rumors.
12. Students use conflict resolution skills to solve relationship problems.
13. Students must have a Staff member present to engage in conflict resolution with another student.
14. Students first attempt a conflict resolution with a Staff member without other Staff present. If that does not solve the problem, the student may request the Staff of her choice to sit in as an objective observer while she attempts another conflict resolution session.
15. It is required that students follow the steps outlined below:
 - a. Both parties agree to strict confidentiality...what is said during the conflict resolution stays there (Unless there is a serious safety issue).
 - b. Only one person speaks at a time. Do not speak for at least 15 seconds in between speakers.
 - c. Don't be thinking about your reply or rebuttal while the other person is talking.
 - d. Use "I" statements instead of "you" statements.
 - e. No blaming or name calling.
 - f. Everyone stays until you have gone entirely through the conflict resolution steps.
 - g. If the conflict resolution has stalled, Staff may allow a break for 5-15 minutes while remaining on no-talk.
 - h. There is no physical or verbal violence at any time during the conflict resolution.
 - i. Address only one issue at a time.
 - j. Avoid using "always" and "never".
 - k. Speak the truth but come from your heart...no judgments.
 - l. Speak the truth, no matter how uncomfortable it is.
16. Students follow these steps when they speak: (Use the acronym SHIFLO to remember the steps)
 - a. I SAW/HEARD: This is a non-blaming description of my point of view.
 - b. I INTERPRETED: These are my personal assumptions, filters and beliefs that affect my point of view.
 - c. I FELT: These are the feelings I had at the time.
 - d. I LEARNED: What I learned about myself in regards to my feelings, beliefs and choices.
 - e. THE OUTCOME I WANT: I state my desires for what I want to happen.

CONSEQUENCES and REINFORCEMENTS

1. All consequences have a corrective purpose and are based the specific girl's general behaviors, the situation at the moment, and on the severity of rule violation. If a student violates a program rule she is given a chance to self-correct in order to lessen the severity of the consequence.
2. When giving a consequence, it is written on the student's consequence log in her bedroom folder and initialed by Staff, with the date/time given. Staff do not put minus points until the consequence is complete and is handed in. When Staff signs off a consequence they indicate how many points need to be subtracted and initial.
3. All consequences are due within 24 hours of being assigned. If not completed the student will stay up one half hour later (9:30 pm) to complete her consequence(s).

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4. A student who receives a consequence also loses all free time until the consequence is complete.
5. **The consequences listed below are suggestions**, they are not “automatic” nor are they the only consequences staff may assign. Staff are encouraged to create individually appropriate consequences which are specifically designed to address the problem behaviors of a particular girl.
6. If a student has over 5 consequences at any given time, they will be placed on time-out to assist them in getting the consequences finished. This will allow the student to re-focus on what needs to be done in order to work through the assigned consequences.

CATEGORY OF RULE VIOLATION	SUGGESTED CONSEQUENCES/REMINDERS
CATEGORY 1: 101 Sharing-No sharing of clothing or shoes. No sharing of personal hygiene items, which include curling irons, straighteners, brushes, combs, used hair items, razors, blankets or pillows, etc. (personal items that touch the body) 102 Disrespect to/arguing with Staff-Not listening to directions, rude comments, making fun of someone, name calling, gossiping) 103 Disrespect to peers- rude comments, making fun of someone, name calling, gossiping) 104 Not following directions-Neglect of items, out of area, not asking to go in or out	Free time is taken away until consequences/reminders are completed. No week long/extended time consequences/reminders. They need to be able to be done within a 24 hour period Role play, conflict resolution, reflective listening assignment –talk to other person involved and write down their feelings/experience of the situation Max. 200 word essay that reflects the behavior 24 Hours to complete consequence/reminder. If not done: 1. Student loses 4 points off daily grades 2. Student stays up until 9:30 to complete consequence/reminder 3. If still not complete, loss of 6 points per 24 hour period that consequence is not complete and stay up30 minutes later each day until consequence/reminder is complete
CATEGORY 2: 201 Major Rude Act-Disrespecting staff/peers by verbally attacking them with offensive language, major gossiping. 202 Refusal – Refusing to take your meds, refusing to do your chore, refusing to get out of bed on time 203 Dishonesty, lying, deception (staff shopping, manipulation) 204 Unsafe items in pocket/in bedroom. Picking up an unsafe item and keeping it/hiding it. 205 Space Boundaries–sitting on each others lap, holding hands, hugging without permission, laying on each other. 206 Causing a dangerous situation/horseplay. Physical action that may cause or causes a dangerous situation.	Free time is taken away until consequences/reminders are completed. No week long/extended time consequences/reminders. They need to be able to be done within a 24 hour period Role play, conflict resolution, reflective listening assignment –talk to other person involved and write down their feelings/experience of the situation Max. 500 word essay that reflects the behavior 24 Hours to complete consequence/reminder. If not done: 1. Student loses 6 points off daily grades 2. Student stays up until 9:30 to complete consequence/reminder 3. If still not complete, loss of 6 points per 24 hour period that consequence is not complete and stay up30 minutes later each day until consequence/reminder is complete
CATEGORY 3: 301 Run plans 302 Refusal (refusing to go to school, to attend a program activity, etc.) 303 Theft 304 Vandalism with restitution 305 Self-harm (intentional cutting) 306 Physical intimidation 307 Physical fighting 308 Tattooing/piercing 309 Cheating in school	1. Therapeutic assignments by Therapist & Mentor (to be completed before reinstatement) 2. 2000 word essay. 24 Hours to complete consequence/reminder. If not done: 3. Student stays up until 9:30 to complete consequence/reminder 4. If still not complete, loss of 8 points per 24 hour period that consequence is not complete and stay up 30 minutes later each day until consequence/reminder is complete

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310 Major Dishonesty 311 Major disrespect to staff/peers 312 Violation of off campus or home visit	
CATEGORY 4: 401 Tobacco 402 Alcohol/Drugs 403 Run Away 404 Serious misconduct 405 Out of control 406 Acting out sexually with others 407 Sexual intimidation	1. Therapeutic assignments by Therapist & Mentor (to be completed before reinstatement to next level) 2. 5000 word essay. 24 Hours to complete consequence/reminder. If not done: 3. Student stays up until 9:30 to complete consequence/reminder. 4. If still not complete, loss of 10 points per 24 hour period that consequence is not complete and stay up 30 minutes later each day until consequence/reminder is complete

Some additional possibilities for consequences might include:

- a reading assignment related to the particular issue
- doing book/internet research about the issue/problem
- an art project that symbolizes the impact of the student's behavior on self, on peers, on staff, or on family
- a DBT assignment.... Identifying which DBT skill would be useful in improving outcome of an interaction "gone wrong"
- participating in role plays where the student utilizes one or more DBT skills that would improve or correct her situation/behavioral outcome

REINFORCEMENTS (or consequences for positive behaviors!)

1. Staff will be on the alert for opportunities to encourage you in making healthy choices for yourself, in interacting positively/respectfully with your peers and staff, in "trying on" new skills.
2. Staff will provide you with daily feedback via your grade card at the end of a shift.
3. You may receive a "Good Job Card" for good choices, going the extra mile in a situation or relationship. These cards may be collected and used for a special activity such as being able to choose the Saturday evening movie, having extra time with a particular staff, enjoying some additional time by yourself or engaging in a craft project.
4. You will have an opportunity to reconsider & correct your judgment errors, poor behaviors—it is up to you to take advantage of this opportunity for change!
5. When you are able to talk with and listen to Staff, we will provide you with 1:1 time in order for you to process your experience, perhaps to learn an additional skill or possible choice, or to practice handling a concept or emotion that usually is difficult for you.
6. When Staff notice a positive behavior, or a simple improvement (perfection is not expected) in how you are managing yourself, we may give you a smile, a "high five", a pat on the shoulder.... Just some gesture that **we noticed and appreciated your effort!**

EXPECTATIONS

1. Students ask for clarification if they do not understand Staff requests.
2. Students support all positive behavior.
3. Students are expected to participate fully in their treatment.
4. Students get adequate rest each day.

FOOD AND MEALS

1. Moonridge Academy does not allow parents to send food (including candy) or drink except with permission from the Program Director for special occasions.

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2. Any food or drink sent without special permission from the Program Director becomes the property of MRA.
3. Students eat in designated areas only.
4. Proper table etiquette is required while at the table.
5. Students use appropriate manners at the table for every meal. These include:
 - Not talking with food in the mouth
 - Chew food with mouth closed
 - Napkin in lap
 - Asking to be excused when leaving the table
 - Using an appropriate voice volume
 - Using utensils appropriately
 - No belching or passing gas
6. Students may not leave the table until they have been excused by Staff.
7. When students are excused for clean up they remove their dishes and utensils to the kitchen.
8. Students are responsible for removing any garbage from around their eating area.
9. Breakfast, lunch, and dinner tables will be set with the following in their appropriate places: plates and or bowls, silverware, glasses, and paper napkins.
10. When students have eating issues that are directly related to therapy, they will be placed in Eating Disorder Group. This entails certain rules and restrictions that will need to be followed. This can be instituted by the Treatment Team and you will be informed of those rules.
11. Parents will be contacted if there are special dietary restrictions, and then arrangements will be with the Nurse.

GIFTS**

1. Students and parents are asked to not purchase gifts for MRA employees. Gifts should be a handmade gift such as a letter or artwork.
2. All gifts need to be item requested and inventoried to ensure that they remain the property of the individual girl.

Approved Gift Giving List:

3. Flowers
4. Any approved MRA Clothing
5. Stationary
6. Journals
7. Crochet and Knitting Supplies
8. Personal letters of support and love
9. Family pictures
10. Personalized Pillow Case
11. Hair accessories
12. Personal Care Items that they use
13. New pajamas or slippers

****Please see Holidays/Birthdays section on page 59.**

GRIEVANCES

1. Students may voice complaints and recommend changes to the program without being subject to coercion, discrimination, reprisal or unreasonable interruption of care, treatment and services
2. If at any time you are not satisfied with decisions, actions or policies at Moonridge Academy, you are encouraged to speak directly to the Director of the specific department.

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3. Students may discuss a grievance with their Therapist, the Program Director, or the Clinical Director if they believe it is reportable. If speaking directly does not result in a satisfactory resolution, you may put your grievance in writing to the Executive Director of Moonridge Academy
4. Grievances are filed only **after** a student has attempted a conflict resolution with the Staff member and a mediator, unless the grievance is a reportable offence (physical or sexual abuse, or criminal activity).
5. Grievance forms are turned in to the Program Director or Clinical Director (or the Director, if the grievance is against the Program Director).
6. You can expect to have your grievance handled expeditiously and in writing. As stated on the Student's Rights/Responsibilities Form, grievances against Moonridge Academy can be filed with the Office of Licensing. You may contact the **Licensing Administrator at (435) 674-3944**.

GRADING IS ON A DAILY BASIS

The grading and feedback system offers more of an incentive for making positive choices rather than getting “negative feedback” for poor choices. Generally speaking and over the long run, being rewarded for making good choices is more powerful than being penalized for making bad ones. A student who is assisted to discover how to make good things happen in her life is going to be generally happier and more productive than a girl who is only aware of her limitations. Our grading system is based on earning points for how a student “shows up” and applies principles to enhance safety, teamwork, respect, consistency, and fun to her major daily activities from the time she awakens in the morning until the time she prepares for a restful sleep. Each principle, as well as select personal goals, has 10 points that may be earned during that shift. Every new event or interaction presents a new opportunity to make a conscious choice as to how well (or not) a student chooses to show up for that event. This line of thinking also creates the ability to “mess up” something and, almost at the next moment, strive for something greater at the next opportunity. A girl need not carry mistakes from one event/interaction into the next event/interaction; she repeatedly has the opportunity to start anew in each moment. Each new activity becomes an opportunity for self-forgiveness, rededication to applying principles, and allows for many new choices to be made during the course of a day.

Points are awarded after the morning and swing shifts end, allowing for immediate feedback and thus for goal setting or celebration of a job well done before the beginning of the next shift. Percentages are computed for points earned versus total points available. This takes into account that not all students may have the same activities during a given day.

Every day at Moonridge Academy your daughter is graded by staff during the morning and afternoon shifts. A grading week begins on Tuesday and ends on Monday, the day before the Treatment Team meets to review her progress.

She will receive reinforcements for performing well/following principles and rules, and she will receive consequences for rule violations. See **Consequences/Reinforcements** section in this manual. Our goal is to make consequences as related as possible to how your daughter is showing up in relationships with peers and staff rather than having them tied into doing things. Therefore she may find that a consequence or reinforcement consists of spending time in teaching/learning discussions with a Staff instead of being given some type of chore or “punishment”. How she performs in tasks such as chores, hygiene, and other responsibilities will be accounted for by the number of points she earns. Below is a chart showing the percentages for each level that she needs to remain on that Stage and the percentage she needs during the week prior to requesting a vote-up to the next Stage:

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Stage	Percent Needed to Remain at this Stage
Breakthrough	50%+
Awareness	70%+
Practice & Commitment	75%+
Acceptance	80%+
Internalization and Independence	85% +

Some students are highly compliant and believe that because they earn most of the points that a stage requires, they should be advanced sooner, or even skip a stage altogether. We do not skip stages because she is earning the percentage of a higher stage; that would rob her of the chance to learn, practice and demonstrate principles taught at each stage. The process for stage advancement is complex and depends on information from several departments, not just from the program department. Please see the **Stage Advancement** section of this manual.

On the next page you will find a sample Daily Grading Sheet. At the end of the morning and swing shifts, your counselors and Shift Leader will gather to discuss your progress/performance, to decide upon reinforcements you could find useful, and to grade/comment on how well your daughter has managed herself throughout that shift. Each student will have a grade card that includes tasks common to all students, as well as tasks that are individualized especially for her.

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Name:		Tuesday	Date:	
A.M. Shift Initial Here	Principle	Points Possible	Points Earned	Staff Comments
	Safety	10		
	Respect	10		
	Team Work	10		
	Consistency	10		
	Laughter/Fun (Emotional Regulation)	10		
	Individual Goals	10		
	TOTAL	60		

Swing Shift Initial Here	Principle	Points Possible	Points Earned	Staff Comments
	Safety	10		
	Respect	10		
	Team Work	10		
	Consistency	10		
	Laughter/Fun (Emotional Regulation)	10		
	Individual Goals	10		
	TOTAL	60		

GROUP THERAPY

1. Students do not attack peers verbally or physically.
2. Students do not interrupt others while they are speaking.

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3. Students do not laugh at others or make fun of them.
4. Students do not laugh off serious situations.
5. Students sit up straight and pay attention at all times.
6. Students never support negative behavior.
7. Students are honest with others and themselves.
8. Students make an effort to see things from others' point of view.
9. Students respect the confidentiality of the group.
10. Students do not rescue others.
11. Students use eye contact.
12. Students avoid distracting behaviors (fidgeting, whispering to others, nail biting, cuticle picking, knuckle cracking etc.).
13. Students are sincere in feedback to other peers.
14. Students encourage peer support and feedback.
15. Students may be asked to leave group therapy for disruptive behavior and will receive a consequence.

HEALTH, HYGIENE AND HAIR

1. Students take pride in grooming and personal hygiene.
2. Students shower every day.
3. Fingernails need to be kept well manicured.
4. Students do not tattoo or mark their bodies or anyone else's.
5. Students must use deodorant.
6. Students must brush their teeth at least twice daily.
7. Students may only use an electric razor to shave legs and under-arms.
8. Hair is pulled back out of the student's face while on *Safety*.
9. Students do not cut, color, or modify their hair without supervision and permission from Staff and parents. If colored, it must be natural hair colors.
10. Students may not shave any part of their head nor cut their hair without parental and Staff permission.

HORSES

1. No yelling, screaming, or squealing around the horses.
2. No sudden movements.
3. No taking horses out of stalls without asking.
4. No changing feed without asking.
5. After every ride saddles and bridles must be wiped down.
6. Brushes, curries, lunge lines, towels, and sponges must be put back in drawers.
7. Hoof picks must be accounted for at the end of a grooming session.
8. Horses must be put away after each use.
9. Halters and lead lines must be locked away at the end of a session.
10. Three sets of crop ties must stay on stalls (aisle way) and be accounted for each p.m. shift.
11. Barn must be swept morning and evening shifts.
12. Stalls must be scooped everyday (Summer time twice a day).
13. Water the horses once a day.
14. Students must ask Staff to take a break when working with the horses.

JEWELRY

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1. No more than one earring per ear, placed in the lower lobe only.
2. No more than one ring per hand.
3. No more than one bracelet per arm, and a watch.
4. No more than one necklace.
5. Students may not pierce their body while at MRA.
6. Students may not share jewelry.
7. Students may not wear jewelry in a pierced body part other than an ear.
8. Students may not wear industrial-style chains or other objects as jewelry.
9. Students may not wear thick leather cuffs, collars.
10. Students may not wear hair bands as wrist jewelry.
11. No hemp jewelry.

LAUNDRY

1. Students are to do laundry on their weekly laundry day.
2. Students may also have night Staff launder PE outfits, work or rec riding clothes.
3. Prior to putting clothing in the laundry basket by the washer, students must clean out the pockets...**especially chap-stick!**
4. Students place their other dirty laundry in their individual laundry bags.
5. If a student does not do laundry on her appointed day she must wait until her next scheduled laundry day.
6. Students must wash their sheets and pillowcases and towels at least once a week.
7. When washing clothing, white and dark clothing must be separated and washed separately.
8. When clothing is completely laundered it must be folded and put away before Close-of-the-day group.

LIBRARY

1. Students go to the Library every other week.
2. Students may check out only approved books.
3. Students are responsible for checked-out books and must pay the fines for lost or late-return books.
4. Fines are paid out of the Personal Student Account.
5. Students do not share their library books with other students or Staff.
6. Staff is not allowed to check out books from the library on the facility account.
7. Students should have their own library card.

LIGHTS OUT

1. Students are on no-talk one-half hour prior to lights out.
2. Lights out will be at 9:00 p.m. each evening except on special occasions.
3. Students are to be in bed by 8:30 p.m.

MAIL

1. Moonridge Academy will not restrict mail unless a parent or guardian makes a specific request, or unless the Treatment Team suggests a therapeutic reason why mail should be restricted.
2. All incoming and outgoing mail is monitored to assure that it is being sent/received to/from approved individuals. In certain instances staff may request that a student's therapist review mail (incoming or outgoing) for truthfulness. Parents are informed if therapists are reviewing a student's mail.

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3. Students may only receive mail from people who have been put on the approved mail list for individual girls.
4. Students may receive mail from one friend that has been approved by their parents or legal guardians when their therapist and parents deem it appropriate. The Primary Therapist may change this at any time when they deem it may not be therapeutic.
5. Postal mail is sent to Moonridge Academy in care of : **STUDENT NAME at:
Moonridge Academy
P.O. Box 1067
Cedar City, Utah, 84721**
6. Packages may be sent by UPS or Fed Ex to our street address: **STUDENT NAME
Moonridge Academy
9450 W. 2400 S.
Cedar City, UT 84720**
7. Faxes may be received at: **(435) 586-4489**
8. E-mail letters may be received at: kevin.kirschenmann@gmail.com
9. Students will have the opportunity to write letters on a weekly basis.
10. Students do not have access to the fax machine or e-mail to send response letters.
11. *Note: Items sent by parents and other family members must paid for by the student from her Mock Personal Student Account money, unless all Moonridge students are sent the same item.*
12. Packages may be sent to students for birthdays and holidays following the Holiday/Birthday section of the Parent Manual.

MAKEUP GUIDELINES

1. Students may have one mascara, one foundation, one eye shadow (of up to 4 colors) and one lip gloss/lipstick.
2. Make-up must be light to moderate colors and shades, which accentuate natural skin color. Students may not draw on or trace patterns or designs on the body.
3. Eyeliner is not allowed.
4. Makeup must not draw undue attention to the student.
5. Eye shadow may not be under the eye.
6. Lipstick should be confined to the natural borders of the lips.
7. There is no body glitter allowed.
8. For health reasons students may not share make-up with anyone.
9. If individual girls are not able to handle the makeup guidelines, they will be receive guidance and prompts to learn how to use it appropriately.

MONEY

1. Parents provide students with a trust account that is utilized approved Student Requests.
2. Students are allotted \$50.00 per month from the Student Trust Account into a Personal Student Account to budget for and purchase approved items.
3. Personal Student Account is managed with input from the student's Mentor.
4. No student is to carry money on her person unless student is traveling with her parents, or going on a home visit.

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5. No student is to keep money with her personal belongings.

MUSIC

1. Students are allowed to have individual music in the program as long as it is kept in her *self-soothe* kit.
2. Only music approved by the Program Director is listened to.
3. Staff must receive prior approval from the Program Director before bringing in personal music to share with students.
4. While driving, students may only listen to approved radio stations (98.1 or 99.1 FM) and approved music.

NEEDS/PURCHASE REQUESTS

1. Purchases are made for students on the 1st and 16th of the month.
2. Students must first fill out a Student Request Form, available in the office, and turn it into their Mentor.
3. Costs for items purchased are deducted from student's trust account.

NO-TALK

1. The no-talk rule applies to all parts of the program...school, mealtimes, free time, etc.
2. No-talk **does not** apply to therapeutic parts of the program such as group therapy or recreational therapy.
3. No-talk **does not** apply to activities where safety may be a concern e.g. recreational riding, ropes, hiking, etc.
4. No-talk consists of no body, facial, or vocal communication including laughing, humming, tapping, etc.
5. Respect no-talk when enforced. Students who are not on no talk are not to talk to students who are on no talk without Staff permission.
6. When on no-talk a student must raise her finger and wait to be acknowledged by Staff before talking (even to Staff).
7. If a student is asked a direct question from Staff they are allowed to respond to that question without raising their hand.

OFF CAMPUS ACTIVITIES

1. Therapeutic activities: all students attend the activity, although students on *Safety* will not participate in the activity
2. Off campus service projects: all students attend the activity, although students on *Safety* will not participate in the activity
3. School field trips: all students attend the activity, although students on *Safety* will not participate in the activity.

Off Campus Recreational Activities

All students eligible for off-campus activities participate together in the activity and must reach a group consensus on what the activity will be. Off-campus Activities are for no more than five hours off-campus, and all students must return by 9:00 p.m.

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1. Recommendations for an off-campus activity must be submitted to the Program Director on an Activity Request form one week in advance of the activity.
2. Students may suggest preferred Staff to accompany them on the activity however Staff availability will dictate which Staff accompany students on an off-campus activity.
3. Each student participating in an off campus activity will be allowed to spend a maximum of \$20.00.
4. Staff must take the activity schedule with them and may not deviate from the approved activity.
5. All students on an Off-campus activity are required to demonstrate program acceptable behavior both during and after the activity or they will lose the opportunity to go on the next activity.
6. Any food purchased on the Off-campus activity may not be brought back to the program.
7. If students eat out, customary tipping of food servers @ 15% will be observed and included as part of the cost of the Off-campus activity
8. No student may go on an off-campus activity with unfinished consequences one-hour prior to the activity.
9. Students on Safety do not participate in any off-campus activities, but may accompany other students to the activity (e.g. rec riding, equine, ropes, etc.)
10. Our general rule is that two Staff accompany students off campus at all times. One staff member may accompany a student off campus with Program Director or Director permission.
11. Staff must give the Program Director a week's notice that a student requires money from her trust account for an off campus activity or the activity may be cancelled.

PRIVILEGE CHART

PRIVILEGE	PHASE/COMPONENT OR GRADE REQUIREMENT	LOSS OF THIS PRIVILEGE
MAIL		
Send mail	All students.	Never
Receive mail	After off Safety Stage	Never
Receive mail from one approved friend	At Stage 4 or at Therapist discretion.	Academic or program probation
PHONE CALLS		
10-minute weekly social phone call to family members	After off Safety and at Therapist's discretion.	On academic or program probation, on Safety, or at therapist recommendation
2 10 minute weekly social phone call to family members	Completion of Stage 4	On academic or program probation, on Safety, or at therapist recommendation
1 10-minute weekly social call to approved friend	Completion of Stage 4	On academic or program probation, on Safety, or at therapist recommendation
CLOTHING		
Street Clothing	See Dress Code	Treatment Team Discretion
HAIR		
Worn pulled away from the face	When off Safety	
Worn down	After taken off Safety	Treatment Team Discretion
MAKEUP	When off Safety	Treatment Team Discretion
JEWELRY	When off Safety	Treatment Team Discretion
FAMILY VISITS TO PROGRAM		
5-hours on campus	At Treatment Team's discretion.	On academic or program probation or lack of therapist recommendation
Overnights in Cedar City	Stage 3 or at Treatment Team's discretion.	On academic or program probation or lack of therapist recommendation

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HOME VISITS	Start at Stage 3 or at Treatment Team's discretion.	On academic or program probation, or lack of therapist recommendation
PARENT WEEKEND PRIVILEGES		
On-campus privileges only	Safety	Never
Off campus lunch privileges	<i>Stage 1</i>	On academic or program probation or Safety
5 hours on campus on the day after Parent Weekend	Stage 1	On academic or program probation or Safety
1 overnight (First night of Parent Weekend)	<i>While on Stage 3 and after. At Treatment Team's discretion</i>	On academic or program probation or Safety
2 overnights (First and last night of Parent Weekend)	<i>While on Stage 3 and after. At Treatment Team's discretion</i>	On academic or program probation or Safety
5 hours off campus on the day after Parent Weekend	<i>While on Stage 3 and after. At Treatment Team's discretion</i>	On academic or program probation or Safety
ATTEND CHURCH OFF CAMPUS	Stage 2	On academic or program probation or Safety
OFF CAMPUS RECREATIONAL ACTIVITIES		
1 off campus activity each month	Minimum Stage 2, Grade card, current level of functioning.	On academic or program probation or Safety
2 off campus activities in a month	Minimum Stage 3, Grade card, current level of functioning.	On academic or program probation or Safety

PROGRAM PROBATION

Students receive probation as a wake-up call and a chance to self-correct. Probation provides a good learning tool and an opportunity for your daughter to evaluate her daily grades and to look for the trends in her behavior that are holding her back. Is she slacking on her chores, being disruptive in school, not participating in group therapy, or being rude and disrespectful to staff? She can see at a glance where she is shining and where she excuses herself and does less than she is capable of. Probation offers your daughter and her Therapist the chance to examine any self-limiting beliefs, to challenge those beliefs, and to commit to a new course of action.

When a student's program grades drop below the acceptable level for the *Stage* she is on she has a one week warning. If her grades do not rise to the minimum acceptable level on the second week, she is on Program Probation. When a student is on probation she loses current privileges including off-campus activities for the *Stage* she is on. (See **GRADING**)

While on program probation a student's social call is limited to one minute to inform her parents that she is on program probation and cannot have her social call. If a student is on probation during Parent Weekend she may not have off-campus lunch or overnight privileges

RELIGION

1. The Moonridge Academy program promotes the cultivation of spirituality but does not promote any particular religious doctrine, teachings, or faith.

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2. Staff members are not allowed to initiate any deep religious discussion. Any questions about religion will be answered succinctly and on a very basic level.
3. MRA administration encourages students to attend the spiritual meeting of their choice when the student reaches *Stage 2* and has her Therapist's and the Program Director's permission.
4. Students may have access to religious clergy of their faith.
5. Clergy may visit on Sunday during the appointed time. Other arrangements may be made through the Program Director.

RUNAWAY/CRISIS/FIRE DRILLS

1. Fire drills and evacuation drills occur regularly at Moonridge.
2. If a fire alarm sounds all students and staff go directly to the basketball court.
3. If the regular house alarm goes off all students meet downstairs in the green bedroom.
4. Students are automatically on no-talk.

SAFETY

1. Students on Safety remain within 2 feet of staff at all times.
2. Students on Safety **MUST** have a female Staff inside the bathroom with them. Staff is not to turn their back to the student in the bathroom.
3. During shower time the Staff member **MUST** be able to see the drain.
4. Students on Safety must wear their house slippers at all times.
5. Students on Safety **DO NOT** participate in off-campus activities but may be required to accompany the group to the activity.
6. When on line of sight, students are within line of vision of Staff. Exception to this is if the student is using the bathroom/showering.
7. New students are automatically on Safety until they sign the Safety agreement and the Program Director removes them from Safety.
8. Any shift leader may place a student on Safety.
9. A student remains on Safety a minimum of 24 hours and may be removed from Safety by the Program Director or her Therapist.

SCHOOL EXPECTATIONS:

1. **Stage 1 and Stage 2** students are not allowed to use the computer with internet access. If they need to use the internet for a school project then Staff is to run the keyboard/mouse.
2. **Stage 3 and above** students are allowed to use the internet but Staff must observe and monitor computer usage.
3. Staff is spread around the classroom during school/stage work time, (i.e., one in the front, one by the door, and one towards the back).
4. Staff does not use the computer in the school while the students are in class.
5. Staff is responsible to observe students while they are in school or to assist students with class assignments if instructed by the Teacher. Staff may also be asked to complete program assignments/activities while the students are in school.
6. Students are on no-talk during school and level work/homework time unless they are discussing school.
7. Staff does not talk to students during class time unless needed.
8. Students are not to talk to Therapists, Program Director, assistant Program Director, Education Director, Nurse, etc. unless it is during break time.

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9. Students avoid disruptive behaviors while in school.
10. Students raise their hands and are acknowledged by the teacher before talking.
11. Students do not eat in class unless it is snack time.
12. Students may bring water bottles and drink water during class.
13. Students show respect to teacher, Staff and other peers at all times.
14. Students treat the classroom, all materials and furniture with respect.
15. Students bring all materials and books to class at the beginning of the school session.
16. Students complete all school work and turn it in on time.
17. Students ask for help when needed.
18. Students ask for permission to leave the classroom.
19. Students come to class on time.
20. Sleeping and daydreaming are not part of the school curriculum.
21. Students make positive contributions to the classroom and learning environment.

SEARCHES

Everything that enters MRA is subject to search. Students may not possess anything that has not been inventoried. Any possession that has not been inventoried will be considered contraband and confiscated.

Individual Searches

1. New students' bodies are visually inspected at admission.
2. All Students are subject to pat-downs every time they re-enter Moonridge from an off campus activity.
3. Students are subject to individual searches upon admission, when returning from a home visit or overnight, and when deemed necessary by the Staff.
4. Male Staff is not allowed to perform pat-downs or searches. They may examine items that girls have brought back.
5. Staff does not touch a student during a search unless it is an issue of safety.
6. Individual searches include inspecting clothing.
7. **Clothing** is removed one item at a time and checked until the student has no clothing on that part of her body (e.g. upper body). Thereafter student may put her clothing back on and remove another article of clothing (e.g. lower body).
8. Students squat and cough when being searched.
9. Staff visually observes student's body and reports any marks, wounds, scars, etc. and documents on the Individual Search Form.
10. Disallowed items are confiscated from student and an Incident Report Form is generated.

Room Searches

1. Room searches are conducted periodically and whenever deemed appropriate.
2. Student's belongings are always treated with care and respect during a search.
3. Any contraband found will be confiscated and recorded.
4. Students receive a consequence for having contraband items in their possession.

SHADOW RESPONSIBILITIES

1. Introduce student to Moonridge Program
2. Review the program rules with the new student.
3. Sign new student's safety agreement.

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4. Keep the new student on 2-foot when Staff cannot supervise student.
5. Shadows do not go into the bathroom with a new student.
6. Non-program discussions must be monitored by Staff.

STUDENT LEADERSHIP

It is the intention of MRA to return students to their families and communities as self-assured, confident, and goal-oriented young adults. We believe that there is no better way of teaching responsibility than to give it. Toward these ends, MRA considers that successful leadership serves the following purposes:

- Enables the student to begin viewing herself as part of the solution for the problems of her community and society rather than as part of the problems.
- Assists the student in learning to stand up and confront difficult situations.
- Assists the student to confront negative peer pressure.
- Engenders appreciation for parents and other authority figures through giving the student a “bird’s eye” view of the challenges and rewards of assuming a position of authority in life.
- Further cements the student’s appreciation for the role and importance of rules, limits, and boundaries.
- Sheds additional light on the reasons why her past negative behavior did not serve higher purposes in her life.
- Provides another avenue to establish pride in and value for self.
- Promotes a further appreciation of the importance of teamwork and service to others.

Overview of Leadership

There are two leadership role categories: Family Leader and Junior Staff. When the student has reached a satisfactory adjustment on either *Stage 5* or *6*, she is reviewed for a position as Family Leader. At MRA, the Family consists of the entire student body and Family Leaders bear responsibility for assisting family members to succeed in the Program

Responsibilities of Family Leaders

- a. Take responsibility for designing and implementing a workable system of chore assignments. Assign chores, ensuring that Family members have the broadest range of chore experiences possible.
- b. Organize and supervise deep cleaning sessions.
- c. Delegate organize, and monitor chores in the schoolhouse.
- d. Facilitate morning and evening groups.
- e. Monitor, comment upon, and report Family members’ behavior in the school setting.
- f. Maintain behavior acceptable to the *Stage* she is on and participate in the program as a role model to other students

Privileges of Family Leaders

- a. Inform senior staff regarding leaving the room, going upstairs or downstairs, etc.
- b. Additional off-campus activities as possible according to staffing availability.
- c. No mouth checks when taking meds.

After succeeding as Family Leader, the student is considered for promotion to the position of Junior Staff member. This will ordinarily occur on *Independence Stage*. The role of Junior Staff member is to assist

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MRA staff and shift leaders to supervise, augment, and better all aspects of the MRA experience for Family members.

Responsibilities of Junior Staff Members

- a. Check chores and rate success of student in completing chores. Communicate findings to Shift Leaders.
- b. Monitor menu components, inventory food on hand, make shopping list and communicate with staff shopper.
- c. Take responsibility for noting improvements that are needed to the physical plant and grounds. Submit plans for improvements. Organize and carry out improvements once approved and budgeted by Program Director.
- d. Devise, organize, and implement activities for Family for Saturdays and Sundays.
- e. Assist Family members to utilize planners.
- f. Check pencils and pens out and in during school.
- g. Plan menu, organize, and help staff cook weekend meals according to budget in coordination with Program Director.
- h. Assign shadows for new students. Monitor performance of Shadows and coach them toward success in that role.
- i. Check off showers taken by Family Members.
- j. Check off progress for those Family members who are working on daily *Stage* goals and habits
- k. Open and close cleaning supply and sharps cabinets under senior staff supervision.
- l. Assist senior staff in grading Family member behavior and in making written comments in room logs.
- m. Maintain behavior acceptable to the *Stage* she is on and participate in the program as a role model to other students

Privileges of Junior Staff

- a. Exempt from having to ask for permission or inform senior staff regarding leaving the room, going upstairs or downstairs, etc
- b. Additional off-campus activities as possible according to staffing availability.
- c. Parents invited for therapeutic overnight and 5 hour off campus visit.
- d. No mouth checks when taking meds.
- e. May shower at any time when off-shift so long as doing so does not interfere with the scheduled showers of others and so long as her shower does not interfere with any regularly scheduled, mandatory activity (such as group therapy, equine, etc).
- f. May organize her schedule when off-shift.
- g. May request and use stop watches when out of line-of-sight of staff.
- h. Additional off-campus activities as possible according to staffing needs.
- i. Wears Junior Staff shirt while on duty.

SUPERVISION OF STUDENTS BY STAFF

The primary responsibilities of line staff are to supervise your daughter and to maintain safety.

While MRA is a program for female adolescents, we hire both male and female staff. Another staff responsibility is to develop a relationship with your daughter and to be a role model for healthy relationships.

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Behavior Management

At MRA, we focus on using natural, logical, and time-limited consequences for behavior that violates program rules. No behavior management technique is designed to frighten or humiliate your daughter. Behavior management is used to teach compliance and respect, and to assure the safety of staff and students. The staff uses the following interventions:

- Time Out
- No-Talk
- Two-Foot/Ten-Foot Rule
- Physical Restraint
- Safety Status
- Academic Probation
- Isolation
- Searches

Following are some of the situations when your daughter's behavior may need immediate modification:

- If she is an immediate risk to harm herself or others, and immediate protection is required.
- When there is breaking of the rules, non-compliance, negativity and provoking other students.
- If she is engaged in stealing, lying, planning to run away, or engaging in activities that violate the norms of MRA.
- When the staff determines that her behavior requires intervention.

When a staff member uses behavior modification she/he will follow these principles:

- Using the most nurturing, least invasive and least restrictive methods of managing and maintaining positive behavior.
- She should receive positive praise, reinforcement of positive behavior and encouragement whenever possible. Our focus is on creating opportunities for success and self-correction.
- She will first be redirected and instructed in appropriate behaviors and will be given the chance to self-correct before other behavior modification is instituted.
- If redirection does not work, then your daughter may need to take a brief 5-15 minute period to calm down and regain control. She will be instructed to use her *self-soothe kit*. She may take a time out in a quiet area of the house or in the yard if weather permits, it is not dark, and extra staff can supervise.
- If this does not work, she may need individual time with staff to problem solve and negotiate how to exercise control.
- If your daughter becomes aggressive towards other students or staff or engages in self-harm she may need therapeutic help to regain control of herself and be safe.
- She will receive the most natural consequence for negative behavior. This could include cleaning up her mess, losing privileges for inappropriate behavior at free times, or writing an essay, etc. If she is given a written assignment, its purpose is to help her express feelings, develop alternative coping methods, or learn from her mistakes.
- Staff may not use humiliating, demeaning or inherently frightening interventions.
- Your daughter may not discipline other students.

Staff engaging in behavior management will do the following:

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- Explain the reason for the intervention
- Explain the method to your daughter
- Set a specific time limit and make your daughter aware of it
- Explain any restriction of her rights
- Staff may not use corporal punishment (hitting, spanking, etc.).
- Mechanical restraints and seclusion are not allowed.

Physical Restraint

If she becomes a danger to others or herself, staff may use a passive physical restraint to keep her and others safe. Staff will never use restraint as a form of punishment. All physical restraint is designed to protect your daughter, other students, staff or property from harm. Moonridge Academy does not use invasive methods such as isolation rooms, straight jackets, or 4-point holds. If staff restrains your daughter, they will use calm discussion with your daughter to de-escalate her; however she will be held until she agrees to comply with staff and maintain safety.

Isolation

If the Treatment Team determines that your daughter's behavior warrants isolation, she will be required to transfer to another facility since MRA does not use this type of intervention.

TELEPHONE

1. Students must have written permission from their Primary Therapist to speak with their parents on any non-call day.
2. Students do not have private telephone conversations with family unless the parents have sought permission from the Program Director and/or Therapist in advance.
3. Students may never have a private phone call with an approved friend.
4. Students may make telephone calls after they are off *Safety* and at Treatment Team's approval. This will be discussed with your parents to ensure that this will be therapeutic.
5. Students may call their parents on major holidays with Therapist or Program Director approval.
6. Students on academic probation may make a one minute call to their parents to inform them that they are on academic probation and must complete their school work before social calls are reinstated.
7. Students may make or receive two 10-minute phone calls a week to parents/guardian or other approved family members after they have completed Stage 4.
8. Students may make one 10-minute weekly call to an approved friend after they have completed *Stage 4*.
9. Calls must be made on the assigned days unless prior arrangements have been made through the Therapist.
10. A student may divide up the time she has for calls between individuals on her Approved Calling List, but her total time must not exceed 20 minutes weekly to family and 10 minutes weekly to friends.

Approved Calling List

1. The student's Primary Therapist, in conjunction with her parents will develop an Approved Calling List of individuals and their phone numbers that the student will be permitted to talk to on the phone when the student achieves the *appropriate Stage*.
2. Students may not make nor receive calls from any individuals not on the approved list.

Phone Call Payment

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1. Weekly **social** phone calls to parents and/or friends must either be made collect or with a calling card.

TEN-FOOT RULE

1. If a student does not respect the personal space of others she may be required to maintain a distance of ten feet from that person.

TIME-OUT

- 1 Time-out is used when a student has refused to participate in program activities and will not self-correct and rejoin activities.
- 2 Time out is used when a student needs to step away from the program activities to reflect on:
 - a. Daily grades
 - b. Attitude towards peers or Staff
 - c. Non-compliance
2. Time-out consists of being separated from other students and program activities and includes the following:
 - a. Sitting at a time-out desk in the group room.
 - b. A student is on no-talk with all other students.
 - c. Students lose phone privileges while on time-out but may make a 1-minute call to parents to inform them of their time-out status.
3. When a student is placed on time-out she is within line-of sight of Staff at all times.
4. Students receive a corrective assignment from Staff. The corrective assignment must be completed by the end of time-out. If the assignment has not been completed, the student will automatically be placed on a second time-out and receive another corrective assignment. Both the original and the second corrective assignments are to be completed by the end of the second time-out.
5. If at any time during the time-out a student refuses to comply with the requirements of time-out as delineated above, Staff will stop the clock and time-out will be suspended until the student complies with time-out. Once a student begins to comply with time-out, the clock starts again and time-out resumes.
6. Every 30 minutes staff evaluates the student's progress on the corrective assignment and their readiness to rejoin the group. Time out can last as short as 30 minutes or as long as 4 hours.
7. Should a student be released from time-out and still refuse to comply with program rules, she may be placed in additional time out not to exceed 12 hours of time out in a 24 hour period.
8. Students are not allowed to sleep, read, write letters or listen to music while on time-out.
9. Students are allowed to use the bathroom while on time-out, but must be accompanied by Staff into the bathroom.
10. If time-out occurs during a snack or meal time, the snack or meal will be served to the student in the time-out location.
11. If a student is on time-out during a time when all students and Staff are required to be at an activity away from the main house, the student will accompany students and Staff, but may not participate in any activities. As appropriate, time-out continues while the student is off-campus and she works on the corrective assignments.
12. If a time-out interferes with regular sleeping times, the student will complete the remainder of the time-out period the following morning upon arising.
13. If there is an emergency such as a fire alarm, or evacuation notification, a student is allowed off time-out and will follow the safety plan as instructed by Staff.
14. Parents are notified by the Program Director when a student has been placed in time-out.

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PARENT WEEKENDS

Moonridge Academy's ultimate vision is to heal, strengthen, and unify families. In order for your family to accomplish this vision, you must grow and change together. Every other month, parents come to Moonridge Academy to participate in family and group therapy with their daughters. Parent Weekend is designed to integrate your changes with your daughter's program and is a demanding, exhausting and highly structured weekend where your family has an opportunity to serve together, work together, play together and learn together.

Parent Weekends are the important first step in reuniting daughters and parents. Generally, parents do not attend Parent Weekend unless their daughter has been in the program for about 3-4 weeks. Whenever there is a clear therapeutic reason, your Therapist may recommend that you forego attending a Parent Weekend. While this rarely happens, when a parent makes a statement to their daughter as powerful as "I love you, but this is your program and you must take it seriously before I sacrifice my time and energy to be with you"; it is often the catalyst needed to bring about lasting change in your daughter.

We can generally predict what Parent Weekends will be like for you based on how long your daughter has been in the program. Please understand that your experience could be quite different as each girl is unique. However, we feel there is value in having you know what to generally expect so you can be better prepared to take advantage of this valuable experience.

Your first Parent Weekend is likely to be emotionally exhausting as well as rewarding. There is usually excitement and anxiety in anticipation of seeing your daughter for the first time since admission. Most girls approach this first Parent Weekend determined to show parents that they have changed for the better and, therefore, no longer need to be at Moonridge Academy. Parents usually can see some degree of compliance in their daughter and glimmers of change, but the ever-present manipulation to get her out of the program can be tiring. Saying "goodbye" at the end of the weekend can be difficult and most girls will play the "guilt/abandonment" card in order to retain/maintain the control she once had at home. This is an important opportunity for you to recommit to your daughter the need to graduate before leaving Moonridge Academy.

Subsequent Parent Weekends are generally much easier and more enjoyable. By this time your daughter has accepted the fact that you really are taking a stand on her treatment. Parents often report a physical change in their daughter's appearance. She looks much better and healthier and she has made progress and is eager to show you how she is changing. Depending on what *Stage* she has achieved, she may be allowed to go off campus with you to spend the night. Do not be surprised if your daughter attempts to get your unwitting help in breaking certain program rules on her first overnight—things like drinking caffeinated beverages, watching TV, calling friends or shaving with a real razor. Some students will lie and say this is OK, even though they are pretty sure that their parents have been told what the real rules are. If that happens to you, realize that you are being tested! Your daughter wants to see if you can be manipulated by *your* need for *her* approval. Your desire to "be the good guy" and make up for putting her in residential treatment could well cause you to break program rules that you may perceive as being "insignificant."

Such a seemingly innocent "test" really speaks volumes about where you both are in terms of treatment. Take advantage of situations like these to send the message loud and clear to your daughter that no manipulation of any kind is tolerated. Teach her that only the truth and following rules is OK. Show her that what you really are desperate for is a daughter who will follow the little rules as well as the big ones, because

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in the end integrity matters most. Parents are often so eager to see their daughter get better that they cling to every hope—whether real or false—and can easily be fooled by a girl who “looks good.” Trying to “look good” was likely one of your daughter’s games prior to admission. It is not “looking good” that will save your daughter from a future high-risk situation; it is “being good” that marks real change. That is the true test of her progress at Moonridge Academy. Holding her to that standard may well be your true test.

With each passing Parent Weekend, you will see clearer signs of character change; not just evidence of your daughter being safe—but real evidence that she has identified principles by which she chooses to live the rest of her life. Do not expect perfection. After all, she is still a teenager with issues. Do expect consistency from her and from you about family rules and what will and won’t be tolerated any more in your home.

Your final Parent Weekend is often bittersweet. As difficult as the first parent weekend can be, the final one can be extremely enjoyable. It is an opportunity to see how far you have come as a family. Your daughter will soon graduate and, in many cases, return home. The one caution is to not turn a blind eye on this final weekend to any inappropriate behaviors or attitudes you might see. Parents are again tempted to “ignore” breaches at this stage because they desperately want their daughter home with them, or there is a deadline for enrolling in a school, or the family has an “important” vacation planned, or some other reason that seems so terribly important at the time. Because you love her so much, once again this desperation to see your daughter as a changed person can tempt you to ignore evidence that your daughter is still very much a high-risk teen. Just as before, hold her accountable to the principles she now knows are true. This might prove to be the ultimate “parent test.” The message you send if you postpone graduation, flight plans, etc. and tell your daughter firmly “not until you are really ready to graduate” is that you really meant what you said at the beginning of treatment about her not coming home until she is ready.

The value of Parent Weekends is that it provides many little opportunities to see how well your daughter is living the big principles of happiness. Sticking to your guns helps make sure that when your daughter comes home, she will really be ready for what lies next in her life.

Who is invited?

Parents (obviously) are invited to attend Parent Weekend. Adult siblings or other significant adults in your daughter’s life may attend with approval from the treatment team. If you must bring younger children please make arrangements for babysitting through the hotel/motel while you are on Moonridge Academy campus.

Our space is quite limited for large group activities and we may not be able to accommodate everyone’s favorite relative at Parent Weekend. Furthermore, the stress on you and your daughter of reuniting and relating in new ways during Parent Weekend is sometimes overwhelming for all of you. It is often all that your daughter can do to show you how much she is changing. You all will likely feel distracted and pressured if there are other relatives present.

During the July Parent Weekend we focus on the extended family and invite you to bring siblings, grandparents, aunts and uncles. It will be a wonderful two days of riotous family fun!

Schedule and Preparation

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Parent Weekend begins at 8:00 a.m. the first day and ends at approximately 6:00 p.m. the last day. You will receive an update prior to Parent Weekend to prepare for any special needs. Remember to dress casually and be aware of the weather changes, as some activities will be held outdoors.

VISITS ON-CAMPUS, OFF-CAMPUS AND HOME VISITS

The purpose for any visit to the program is for therapeutic purposes to address important issues with your family and possibly to have face-to-face family therapy with your Therapist. It is not for fun, because you miss your daughter, just because it is her birthday or because she is homesick. Your Primary Therapist must approve therapeutic visits at least one week in advance.

The location and duration of a therapeutic visit depends upon the *Stage* your daughter is on.

Your daughter completes a Visit Pass form prior to the visit and will be required to identify goals to be accomplished by the visit. You and she must agree to abide by all program rules during the visit, and you will complete an evaluation of her behavior, attitude and attendance to goals and program rules.

While visiting at MOONRIDGE ACADEMY facility it is our policy that there is no smoking on campus. It is also MOONRIDGE ACADEMY policy that no firearms are allowed on campus unless it is an on-duty law enforcement officer and their child is not a resident in a MOONRIDGE ACADEMY facility.

Visit Privileges

On-Campus

1. Students off of Safety may have a 5 hour on-campus visit with parents if approved by therapist and Treatment Team.

Off-Campus

- a. Students on ***Stage 3 or at Treatment Team discretion*** may have overnights in Cedar City with their parents. Length of overnight is arranged with the therapist.

Home Visits

1. Home visits are designed to assist a student in becoming ready to return home. It is also an opportunity for you and your daughter to practice your new skills in the home environment.
2. There is no required minimum or maximum number of home visits. Parents/guardians and your Therapist together will determine how many visits are needed to ensure success once your daughter graduates and is home for good.
3. Typically a first home visit is 5 days in length; two travel days and three days home. We have found that visits longer than that for a first visit often result in regression in emotional and behavioral functioning.
4. The length of stay on subsequent home visits varies depending on your needs and success in previous home visits. You, your daughter, and your Therapist will determine the length of home visits.

TRAVEL ARRANGEMENTS

Parents are responsible to make travel arrangements for home visits. Your daughter must fly out of Cedar City, St. George, or Las Vegas airports. Staff will transport your daughter to the airport and accompany her to the boarding gate.

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Itineraries should be sent to the Program Director at least a week before the departure date. Program Director will make arrangements from there to ensure that your daughter is at the airport at the appropriate time.

If your daughter flies out of Cedar City or St. George airports she will make a connecting flight in either Salt Lake City or Los Angeles airports. Typically flights routed through these airports take longer and it is not uncommon for a student to travel for 12 hours to reach the East Coast.

If your daughter flies out of Las Vegas airport she will either travel independently by shuttle to the airport or you may pay to have MRA staff transport her to and from the Las Vegas Airport. If you choose to have the staff transport her to and from the airport there is a fee. We ask that parents make arrangements so that the girls fly out on a Friday and return on a Friday to help in arranging flights with other girls and ensuring that we have a staff member to do the pick up.

For all visits, you must sign a Liability Release form indicating that you accept responsibility and release Moonridge Academy of responsibility for your daughter while she is out of our physical custody.

Your daughter may take \$20.00 cash with her from her trust account.

We recommend that parents provide a cell phone for the student's use when she is traveling. The phone can be shipped to the facility and staff will make sure she brings it with her.

Independent Airline Travel: Cedar City, St. George or Las Vegas Airports

1. Student is transported by staff to either Cedar City airport or St. George airport. Staff assists student to check in and observes student boarding her flight. Thereafter student travels independently and transfers at another airport to connecting flights to home. When student returns, staff meets her at the Cedar City or St. George airport and transports her back to the facility.
2. Staff transports student to St. George where she catches the St. George Shuttle and rides to Las Vegas airport. **If she is traveling by shuttle, you must make reservations for her on the St. George Shuttle (800) 933-8320). This can be paid for over the phone by credit card.** At the Las Vegas airport the student independently checks in, goes through security, goes to her departure gate, boards her plane and flies home. When student returns, she collects her luggage, finds the St. George Shuttle loading site and returns to St. George. Staff meets her in St. George and transports her back to the facility.

MRA Staff Transport Student to Las Vegas Airport

1. Two MRA staff will transport your daughter to the Las Vegas airport and will either hand her over to the airlines, if she is able to travel as an unaccompanied minor (See Traveling as an Unaccompanied Minor below), or will escort her as far as the security check point. When she returns two staff will meet her at baggage claim and transport her back to MRA.
2. The cost for this service is **\$350.00 each way if they are traveling on Fridays.**
3. The cost for this service is **\$450.00 each way if they are traveling on any day other than a Friday.**

Traveling as an Unaccompanied Minor:

This alternative requires the family to pay an additional airline fee for student to travel as an *unaccompanied minor*. It is the family's responsibility to check with the airlines regarding age restrictions, fees, etc. for

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travel as an *unaccompanied minor*. Please send instructions along with the itinerary to the Program Director. The cost associated with this kind of travel is added by the airlines to the cost of the ticket or can be paid at the time of departure which will be deducted from the student trust account.

1. Student is taken to the airport by staff where she travels as an *unaccompanied minor*. Staff assists student to check in and hands student over to the care of the airlines who supervises student for the duration of her travel. When student returns, staff meets her at the airport and transports her back to the facility.

HOLIDAYS/BIRTHDAYS

The ultimate goal of the MRA program is to reunite your family so that future holiday seasons and birthdays may be spent with all the family gathered and your daughter living a healthy and happy lifestyle. However, your daughter may spend her birthday and/or holidays on site while she is at Moonridge. When you are apart we realize that this can be a lonely and emotional time for families. We will plan special things for your daughter to make holidays and birthdays as special as we can.

Please do not show up at the facility to visit your daughter for a birthday or holiday without making arrangements with your Therapist and Staff. While we understand how hard this is, one of our main concerns is that we maintain program standards during this time and not interfere with your daughter's growth by putting the program on hold through the holidays or on her birthday. Your daughter is used to a set schedule; she depends on it to define her days. It is important that your daughter knows that we value her growth and will not compromise her program, even for the holidays or birthdays.

We have come up with some birthday/holiday guidelines that we feel will benefit your daughter and your family.

Home Visits During Holidays

We really understand that the Holidays are a special time for family and we want to foster those relationships that will last their lifetimes. The treatment team, the therapist and the parents will discuss their daughter individually to determine what would be the best course of action for the Holidays as we realize it is important for them to spend that time with their families. We will give you advance notice of the travel days in order to make flight arrangements and make it a little easier for the transporting staff to get them to the airport for their flights. We also allow parents to come out during the Holidays if they or their daughters are not ready for home visits at the present time. We will send out emails in order to communicate with you the days and how the Holidays will be handled. Remember that safety of your daughters is the number one goal during this time, then the relationships.

Holiday Gift Giving

We have developed a list of approved gift giving ideas. We feel it is important to limit the amount of money also spent on girls by their families and friends. We have set that amount at \$100.00. Our students don't require material things while they are healing and we do not have extra storage space at the facility. You may send a package to your daughter that is no larger than 12 X 16 X 10 (a typical size of a file storage box). Please include an inventory list of all gifts in the box. Items may be gift-wrapped.

Approved Gift Giving List:

- Flowers
- Any approved MRA Clothing

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- Stationary
- Journals
- Crochet and Knitting Supplies
- Personal letters of support and love
- Family pictures
- Personalized Pillow Case
- Hair accessories
- Personal Care Items that they use
- New pajamas or slippers

We realize that certain foods are associated with the holiday season and we will, with the help of your daughter, design an appropriate celebration of these holidays and birthdays that incorporate each of their traditions as much as possible. If there are special regional, cultural or family foods that your family eats to celebrate a holiday you may send this food to us so that we can prepare it at Moonridge, or you may send recipes for us to incorporate into the holiday celebration **We discourage gifts of candy. If any food or candy is sent, enough must be sent for all sixteen girls.**

COMMUNICATION WITH MOONRIDGE ACADEMY

A frequently asked question is, “How often can I expect to hear from Moonridge Academy about my daughter?” Generally speaking, you are likely to get at least two communiqués a week from Moonridge Academy. You will hear from your daughter’s Therapist—usually with your daughter on the line—during Family Therapy. Second, your daughter has a staff assigned as her “mentor.” This is a staff member who is closely involved in her care and *Stages of Change* advancement. The Program Director updates you by email of your daughter’s progress in the program from information from her mentor and from other staff. As the need arises, you will hear from our Nurse, the Office Manager, or Education Director. You may feel free to contact the office at 1-435-586-9585 anytime during normal business hours Monday through Friday from 9:00 AM to 5:00 PM (Mountain Time) with questions you might have.

Generally, once a student has reached *Stage 1* she is allowed a brief weekly social phone call to check in with you and report on her progress, needs, etc. It is important that you be as supportive as possible during these calls and reminds her of her purpose in being at Moonridge Academy.

Communication with parents is an important component of your daughter’s stay at Moonridge Academy. If you ever feel like you are not receiving adequate communication please contact the Director of Moonridge to get this issue resolved as soon as possible.

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A contact list is included below for your convenience. You also receive the most current listing of contact information in the monthly e-letter for parents, the Moonridge Monitor, which is discussed below.

For delivery of packages

Name of Recipient
Moonridge Academy
9452 W. 2400 S.
Cedar City, Utah 84720

For delivery of regular mail

Name of Recipient
Moonridge Academy
P.O. Box 1067
Cedar City, Utah 84721

MOONRIDGE ACADEMY CONTACT INFORMATION

	Office	Cell	Fax	Email
ADMINISTRATION				
<i>Kent Tasso</i> Owner	(801) 755-8802	(801) 755-8802		ktasso@moonridgeacademy.com
<i>Craig Rodabough</i> Executive Director- CERTS		(801) 633-3653		crodaough@certsgroup.com
<i>Jason Harrison</i> Executive Director- MRA	(435) 586- 4683	(435) 559- 2823	(435) 586- 4489	jasonharr74@gmail.com
<i>Callie Bassett</i> Office Manager	(435) 586-9585	(435)559- 4705	(435) 586- 4489	callie.bassett@gmail.com
CLINICAL				
<i>Darrellyn Dorais</i> Clinical Director	(435) 867- 8112	(435) 590- 5728	(435) 586- 4489	darrelynd@gmail.com
<i>David H. Stoker</i> Clinical Psychologist	(435) 865- 5764	(435) 590- 5726	(435) 865- 1439	stokeraloha@gmail.com
<i>Ruth Williams</i> Therapist	(435) 586- 9465	(435) 590- 6575	(435) 586- 4489	rwilliams@rushisp.com
<i>Noelle Christensen</i> Therapist	(435) 867- 8953	(435) 313-4570	(435) 586- 4489	kristaballard@gmail.com
PROGRAM				
<i>Kevin Kirschenmann</i> Program Director	(435) 867- 4361	(435) 590-2658	(435) 586- 4489	kevin.kirschenmann@gmail.com
EDUCATION				
<i>Stefanie Trimmer</i> Education Director		(435) 559- 3970	(435) 586- 4489	steftrimmer@yahoo.com
NURSING				
<i>Janett Rockwell</i> Staff Nurse	(435) 586- 9462	435-327- 2117	(435) 586- 4489	schoolnurse4MRA@gmail.com

COMPLAINT RESOLUTION

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Students and parents may voice complaints and recommend changes to the program without being subject to coercion, discrimination, reprisal or unreasonable interruption of care, treatment and services. We encourage all students and parents to use conflict resolution skills (See Program Policies/Rules: Conflict Resolution) when voicing concerns. If at any time you are not satisfied with decisions, actions or policies at Moonridge Academy, you are encouraged to speak directly to the Director of the specific department. If speaking directly does not result in a satisfactory resolution, you may put your grievance in writing to the Director of Moonridge Academy. You can expect to have your grievance handled expeditiously and in writing.

As stated on your Family's Rights/Responsibilities Form, grievances against Moonridge Academy can be filed with the Office of Licensing. You may contact the Licensing Administrator at (435) 674-3944.

COMMUNICATING WITH OTHER PROFESSIONALS

Federal laws of confidentiality protect your daughter's treatment at Moonridge Academy. You must sign a Release of Information form before we can communicate with any outside professionals who may be involved in your daughter's treatment or care. If we know, at the time of admission, of professionals we will be communicating with, we will have you sign a form then. As the need to communicate with other professionals arises during treatment, we will fax Release of Information forms to you for your signature.

From time to time a Therapist working at Moonridge Academy may receive clinical supervision from a licensed Therapist other than a Moonridge Staff member. When that occurs, you will sign a Release of Information indicating that an additional Therapist may attend individual and/or family therapy sessions with your daughter and her Moonridge Therapist. That Therapist may also attend group therapy sessions to observe the work of the Moonridge Therapist. In this case, the supervising Therapist will sign a confidentiality agreement like any other professional who visits our facility.

If you placed your daughter at Moonridge Academy with the assistance of an Educational Consultant, your daughter's Therapist maintains contact with the Educational Consultant throughout her stay at Moonridge Academy. Educational consultants request periodic updates of your daughter's progress and notification of graduation and/or discharge plans. Typically information is provided either through telephone calls or by email updates.

MOONRIDGE MONITOR

Moonridge Academy produces a monthly newsletter for the benefit of parents. Moonridge Monitor articles are often chosen for their therapeutic value. Take a few moments to read each edition of the Monitor to keep you in the loop about any important developments, recent activities of your daughter, and important therapeutic insights into preparing for your daughter's graduation. We thank you for taking the time to read

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these just as you would any other *Stage* work assignment and believe you will be well rewarded for your time.

TRANSITION SCHOOLING

When a student at Moonridge Academy is ready to take her first steps into more independent living, but not quite ready to transition home, an alternative exists that provides some of the structure of residential treatment but also allows the student greater autonomy, greater access to the community, more frequent contact with family and friends back home, and a chance to interact with young men. We consider this a half-step toward returning home to independent living.

CERTS owns and operates Mountain Springs Preparatory Academy, which is located in Cedar City, about 30 minutes from Moonridge Academy. The school has room for 48 students, 24 young women and 24 young men who are in high school and/or ready for college work. The concept behind recommending a student transition to Mountain Springs is to give her a semester of schooling and less structured living in which to flex her new “greatness” muscles. In some instances your daughter’s Therapist and the Treatment Team will recommend that your daughter graduate from Moonridge Academy first and her treatment at Moonridge Academy will be modified to accomplish the majority of her treatment goals and her *Stage* work before transitioning to Mountain Springs. In other cases, your daughter may be ready to return home after graduating from Moonridge without transitioning to a less structured environment first.

Mountain Springs Preparatory Academy is a **structured** and supportive residential boarding school, with a uniquely 3-dimensional approach to meeting each student’s individual needs. The heart and soul of Mountain Springs’ approach is the unique “Educational Plan”—a plan that truly includes much more than just education. It is designed for each student based on feedback from the parents and prior Therapists. In addition to outlining the specific academic classes required for graduation, this plan also targets specific life-principles and skills that an individual student needs to internalize in order to progress forwards towards a happy and productive life. Students may learn to drive, have a part-time job, travel to Washington DC with other students, and/or perform service outside the United States.

There are a number of criteria that a Moonridge Academy student must meet prior to being considered a candidate for transfer:

- **Student is ready for a more independent living situation in advance of returning home. This is determined by the Treatment Team.**
- **Student has resolved all external acting out behaviors (self-harm, angry outbursts, tantrums, etc.)**
- **Student has not been physically restrained in the past six months**
- **Student has achieved 75% of her treatment goals**
- **Student has completed all *Stage 5* work and is ready to move to *Independence/ Stage 6*, or**
- **Educational Director recommendation**
- **Therapist recommendation**
- **Parent support for transition**
- **Educational Consultant input prior to transfer recommendation:**

If you are interested in exploring Mountain Springs Academy please contact the Admissions Director at 435-691-0245

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GRADUATION AND DISCHARGE

Students graduate from Moonridge Academy after they have completed all their work on the 6 Stages of the program. There is no specific time to graduate...it happens when your family and your daughter are ready, and when the Treatment Team votes your daughter to graduation. The graduation ceremony is a special event parents and other family members are invited to attend. Your daughter will get to choose the special lunch of her choice to share with her MRA sisters and family. We do several special ceremonies to honor your daughter and your family for all your hard work as we send you on your way!

The number one criterion for graduation from Moonridge Academy is *success* and completion of your daughter's change process. Your Therapist will inform you of the approximate date of your daughter's graduation, but remember that it is the consistency of her change and choices that truly dictate her readiness to graduate. She will likely just have completed several home visits and be working on any unfinished business with her Therapist. This means that you may have as little as two weeks notice that your daughter is ready to graduate. On the other hand, her unfinished business may be significant and require extending her stay at Moonridge Academy to resolve these issues.

The graduation ceremony is a special time to honor you and your daughter, and a time for your daughter to leave behind her "legacy of accomplishment" for students who will follow behind her. She may choose an inspirational song to be played during the graduation ceremony or your daughter and the family may choose something to signify the journey that you have made in graduating from Moonridge. You might have special customs or traditions that you might want to share, please talk with your daughter's therapist to make this something that is special and individualized to your daughter and family.

Graduation ceremonies occur on Mondays, Wednesdays or Thursdays from approximately 10:00 to 2:00. Moonridge Academy does not hold weekend graduation ceremonies, nor do students graduate during a Parent Weekend. You may invite other family members to participate in your graduation.

Moonridge provides \$100.00 towards her graduation lunch and she is encouraged to budget wisely! You may coordinate lunch with the Program Director after your Therapist informs you that your daughter will be graduating.

During the music/acknowledgement portion of the graduation ceremony, you may elect to read aloud a letter written to your daughter describing your pride and love at the accomplishments she has made while at Moonridge Academy.

Phone Calls & Mail to Staff and Students After Graduation

After your daughter graduates from Moonridge Academy your daughter may want to keep in contact with a favorite staff or students she has grown close to. Our policy about contacting staff is that your daughter may call, email or write to a staff member as long as she uses the Moonridge Academy phone number, the staff's email address or writes to the staff using the Moonridge mailing address. Students may not contact staff at their home at any time.

Parents have the final say about students contacting each other after graduation. Parents must get permission from the parents of other Moonridge Academy students before students are allowed contact with each other. Students may not exchange addresses or phone numbers with any student while they are enrolled at

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Moonridge Academy. After she graduates, your daughter may write letters addressed to all the girls in the house and staff will read these letters to the students.

Visits to Moonridge Academy After Graduation

Many students (and parents!) who graduate from Moonridge Academy want to return later to be a Sunday Speaker or guest speaker. If your daughter has been at home and is doing well, you may contact the Program Director and arrange to come back for a visit to Moonridge. Even if she won't know any of the present students, they are eager to hear from your daughter about her struggles and successes after your daughter left Moonridge Academy. We would love to invite your daughter to share a few hours to tell us all about "life after Moonridge".

Discharge

Occasionally parents elect to remove their daughter from Moonridge Academy before she has completed all her *Stage work* and therapeutic work. Moonridge no longer provides any services, custodial, educational or therapeutic when a parent removes their daughter from treatment. We require twenty-one days **written** notice of early withdrawal or there is a charge for twenty-one days' tuition. Parents must accompany their daughter off campus when she is discharged.

If the treatment team determines that the Moonridge Academy program cannot best serve your daughter's needs, we will assist you in making other choices and plans for your daughter's ongoing treatment and care. In most instances we will give you fourteen days notice of our intent to discharge your daughter. However, should there be an emergency that creates a safety or health issue for your daughter or other students, it may be necessary to make an immediate change in your daughter's treatment and/or care. Again, the treatment team will assist you in making other choices and plans for your daughter's ongoing treatment and care.

If you originally placed your daughter in Moonridge Academy with the assistance of an educational consultant, we will notify your consultant of our or your intention to discharge your daughter from Moonridge Academy so that the educational consultant may assist you with ongoing treatment planning.

AFTERCARE

As you and your daughter approach the time for her graduation from Moonridge Academy, your primary Therapist will begin discussing your plans for your daughter's transition back home. The care with which we assist you to plan for this transition is *as important* as the care we take in planning, implementing and reviewing your daughter's treatment plan while she is at Moonridge Academy. The elements of a strong **Aftercare Plan** include the following:

1. **A well-developed Home Contract that you, your daughter and your Therapist create.** Elements of this home contract will be spelled out prior to and given a test-run during your daughter's home visits.
2. **Plans for your daughter's continuing education.** Many of the young women at Moonridge Academy require a specialized educational environment or an individualized educational plan in order to succeed academically. The creativity with which you address this aspect of your daughter's life back home can mean the difference between success and failure for your daughter. Remember that she spends nearly 40% of her waking time Monday – Friday at school! You want her in an

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environment where she feels safe, can choose *working friends* and can succeed academically. You and our Educational Director will plan together for this aspect of your daughter's transition home.

3. **Ongoing therapy.** Prior to graduation from Moonridge Academy, you and your Therapist will address need for continuing individual and/or family therapy once your daughter returns home. She may be returning to the same Therapists she saw prior to her stay at Moonridge, or she may decide to find another Therapist. Your Moonridge Academy Therapist can speak to your home-Therapist prior to your daughter's graduation to facilitate this transition.
4. **Continuing Moonridge Academy therapy.** In some instances the transition to home and a new Therapist may require an intermediate step of continuing contact with your Moonridge Academy Therapist. You have an opportunity to receive some time-limited and focused telephone family or individual therapy with your Moonridge Academy Therapist after your daughter graduates from Moonridge Academy. This intermediate step can be helpful to *smooth out the bumps* inherent in the transition from a highly structured and protected environment back to the more liberal, free-flowing and sometimes hectic pace of real life. This short-term ongoing therapy may be a lifesaver for you when you *hit the inevitable emotional crises of re-integrating your daughter back into your home*. It can also help to *bridge the transition and letting go process between your daughter and her Moonridge Academy Therapist*.

You can contract with your Therapist to receive telephone family and/or individual therapy once your daughter returns home. If you and/or your daughter will be working with a Therapist at home, that Therapist *must* be a part of the telephone therapy with the Moonridge Academy Therapist. The cost for a 60-minute telephone individual and/or family therapy sessions is \$90.00 per session. Please speak to your Therapist if you are interested in participating in continuing Moonridge Academy therapy.

When aftercare is well designed, it helps to replicate the structure and support of Moonridge Academy. This structure and support are important elements of a successful treatment outcome. If the structure works for your daughter at Moonridge Academy, it will most certainly work for her at home.

FINANCES

Tuition and Tuition Billing

Tuition is billed and paid in 30-day increments according to your treatment contract. The daily rate includes admission, discharge and graduation procedures; Parent Weekends; therapy; education; room and board; recreational activities; transportation to medical appointments; etc. Please note that special contracted services such as medical treatment, private lessons, additional transportation costs, etc. are not included in the daily rate.

Our office prepares and sends monthly billing statements for tuition payments that are due every 30 days from the date of admission. Tuition payments must be received before the start of your daughter's next 30-day tuition-period or you will receive a late fee and/or your daughter can be discharged from the program for non-payment. Late payments may also be assessed interest as explained in the contract.

While clinical costs are included in the daily rate some insurance companies may require billings detailing individual therapy services rendered. Please contact the Office Manager if you need services detailed on

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billing statements.

Insurance

A portion of your daughter's treatment at Moonridge Academy may be reimbursable through your insurance company. Often this reimbursement requires pre-certification prior to her admission. In some instances, the insurance company will only reimburse for the psychotherapy and psychiatric/psychological portion of her treatment. Please check with your insurance company about this ***prior*** to admitting your daughter to Moonridge Academy.

If you are in need of the therapist making phone calls to your insurance company, this will cost \$35.00 each time that they talk with the therapist. This cost will be deducted from the student trust account.

Our billing staff will provide you with billing statements that you may submit to your insurance company. If you intend to submit medical bills to your insurance company for reimbursement, please inform your insurance company of the names of our medical care team:

Cedar City IHC Medical Clinic

The IHC clinic will bill your insurance directly, but you are responsible for any deductibles and co-payments and non-covered expenses not paid by your insurance.

Dr. Cantril Nielsen

Moonridge Academy pays Dr. Nielsen directly for his services out of your daughter's trust account. These costs are **not** included in your tuition.

Township Pharmacy, Cedar City, Utah.

Prescriptions are submitted to your insurance company by our pharmacy and they will bill your credit card for any co-payments however you are responsible to reimburse MRA for any un-reimbursed charges.

Student Trust Account.

Moonridge Academy maintains a **student trust account** for clothing, non-insurance covered medical charges and parent/staff approved incidentals purchased while your daughter resides at MRA. We require \$1,200.00 at the time of admission to fund the account.

The *IHC Medical Clinic* and *Township Pharmacy* will bill your insurance companies for any medical services/prescriptions. Co-payments to these providers are charged to your credit card number provided by you at admission.

Our Office Manager retains receipts for every expense deducted from your daughter's trust account. Item requests from your daughter are reviewed with you during a Mentor phone call. We require that a \$500.00 balance be maintained in the trust account, and statements are available each Parent Weekend.

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Discharge.

All Moonridge Academy and professional contract balances must be paid in full at the time of discharge. Moonridge Academy will not release any school or medical records until all financial obligations have been satisfied. All remaining monies from the student trust account, after all balances have been paid, will be returned to you and the trust account in your daughter's name will be closed.

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YOUR RIGHTS AND RESPONSIBILITIES AT MOONRIDGE ACADEMY

Moonridge Academy (hereafter “MRA”) supports your rights as follows:

1. The right to know the grievance and complaint procedures
2. The right to be treated with courtesy and professionalism by staff
3. The right to be treated with dignity, the right to reasonable personal privacy, the right to have the student’s opinions regarding the student’s treatment and future considered, and to the greatest extent possible, honored
4. The right to receive medical care
5. The right to nutritious food
6. The right to clean clothing and safe shelter
7. The right to protection from acts of violence, protection from physical, verbal sexual and emotional abuse
8. The right to be informed of the program’s rules of conduct
9. The right to be informed of the programs sanctions and consequences
10. The right to engage in a grievance procedure without repercussion or retribution
11. The right to protection from discrimination based on the student’s race, color, national origin, culture, religion, sex, sexual orientation, age, political affiliation or disability
12. The right to send and receive mail providing that security and general health and safety requirements are met
13. The right to receive mail from student’s parents, regardless of whom the mail is from; and the right for that mail be unopened, uncensored and unread
14. The right to send and receive private, unopened, uncensored mail to and from client’s guardian, attorney, physician, clergy and the Office of Licensing
15. Any mail received from anyone other than those listed on the approved mail list will be given to your primary therapist to discuss with you and your parents.
16. The right to communicate with and have visitors except those restricted by parents/guardians or by your MRA therapist
17. The right to communicate with and have visits from student’s guardian, attorney, physician, and clergy
18. MRA respects your cultural, psychosocial, spiritual and personal values, beliefs and preferences.
19. MRA provides you with the least restrictive environment possible. You have the right to an environment that preserves your dignity and contributes to a positive self-image.
20. MRA provides an adequate number of qualified, competent, experienced staff to help you with your treatment plans. You can expect ethical behavior from the staff who work with you.
21. You have the right to know about the staff that work with you. Your Student Manual has information about the professional staff. You may ask questions of the line staff.
22. The right to treatment services. With your and your parents input, MRA creates an individualized treatment plan for you. This plan is reviewed and modified periodically.
23. You may pay for a consultant to come to MRA and review your treatment plan.
24. MRA does not tell anyone outside MRA anything about you. You may receive a listing of all individuals to whom information has been released.
25. If you receive a doctor’s order to stay in bed or to stay inside, MRA will review those orders every three days.
26. You have the right to protective and advocacy services.
27. You may have telephone conversations with family and approved friends unless your Primary Therapist indicates otherwise and your parents agree.
28. You have access to religion and education while you are at MRA.

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29. Any work you do at the facility outside of chores and stage work must be voluntary, or MRA must pay you for it. Off-campus service is excluded.
30. You will receive adequate and humane services regardless of the source of your financial support.
31. MRA will explain all restrictions to you and your family. MRA will explain these rights to you in a way that you can understand.
32. If you are admitted to MRA by court order, staff will explain your court ordered responsibilities and your guardians' responsibilities to each of you.
33. Before you were admitted to MRA your parents provided information to us about you, your past problems, treatment, medications, illnesses, etc. We will continue to gather information about you while you are at MRA. You are responsible to report to MRA staff any perceived risks to your care, treatment, and /or services and any unexpected changes you experience.
34. If you do not understand the care, treatment or services being provided, you are responsible to ask questions.
35. Your Student Manual contains information about the rules, regulations and expectations of the program. You are responsible to understand the rules and expectations and to follow instructions.
36. You and your parents will receive a copy of your treatment plan. Every effort will be made to adapt the plan to your specific needs and limitations. You are responsible to work toward achieving the goals of your treatment plan.
37. You are accountable for the consequences of not following the recommendations for your care and treatment.
38. You will be treated with dignity and respect while you participate at MRA. You are responsible to treat others with the same dignity and respect.
39. You are responsible to treat the property of others with respect and consideration.

You have the right to ask questions of MRA staff about any rights or responsibilities you do not understand. You may also contact the Office of Licensing about any questions or concerns you may have about Moonridge Academy. They can be reached at: 435-674-3944

Student Signature

Date

Staff Signature

Date

YOUR FAMILY'S RESPONSIBILITIES AT MOONRIDGE ACADEMY

Your care at Moonridge Academy will be enhanced if we are partners in the care, services and treatment you and your daughter receive.

1. Before a student is admitted to Moonridge Academy the parents/guardians provide information about the student, her past problems, treatment, medications, illnesses, etc. The family is responsible to provide

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- accurate and complete information about present complaints, past illnesses, past hospitalizations, medications and other matters related to behavioral and physical health. MRA will continue to gather information about the student while she is at Moonridge Academy
2. The student and family are responsible to report to MRA staff any perceived risks to the care, treatment and/or services and any unexpected changes the student experiences
 3. The family has the right to be informed of all fees to be charged in advance of admitting a student to treatment at Moonridge Academy
 4. The family is responsible to provide feedback to MRA administration regarding its service needs and expectations
 5. If the student or family does not understand the care, treatment or services being provided, they are responsible to ask questions
 6. The Student/Parent manual contains information about the rules, regulations and expectations of the program. Students and their families are responsible to understand the rules and expectations and to follow instructions
 7. Students and parents receive a copy of the student's treatment plan. Every effort will be made to adapt the plan to the specific needs and limitations of the student and family. Students and their families are responsible to work toward achieving the goals of the treatment plan
 8. The student and family have the right to confidentiality of information about prospective, current and former clients and the right to confidentiality of records concerning prospective, current and former clients
 9. Students and their families are accountable for the consequences of not following the recommendations for care and treatment. Students and their families are informed of the potential consequences of not following the prescribed care treatment and services
 10. Students and their families will be treated with dignity and respect while they participate at MRA. Students and their families are responsible to treat others with the same dignity and respect
 11. Students and their families are responsible to treat the property of others with respect and consideration.
 12. Families are responsible to promptly meet their financial commitments to MRA
 13. The right to be informed of the program's fees and other costs that the student is responsible to pay for
 14. The right to be informed of the reasons for involuntary termination from treatment, the appeals process and the re-admission process
 15. In addition to the responsibilities and rights listed above, every student has the following rights:
 - a. Freedom from potential harm or acts of violence to students or others
 - b. The right to know the grievance and complaint procedures
 - c. Freedom from discrimination
 - d. The right to be treated with courtesy and professionalism by staff
 - e. The right to be treated with dignity, the right to reasonable personal privacy, the right to have the clients opinions regarding the client's treatment and future considered and to the greatest extent possible, honored
 - f. The right to receive medical care
 - g. The right to treatment services
 - h. The right to nutritious food
 - i. The right to clean clothing and safe shelter
 - j. The right to protection from acts of violence, protection from physical, verbal sexual and emotional abuse
 - k. The right to communicate by telephone or in writing with family, attorney, physician, clergyman or case manager except when contraindicated by professional or supervisory personnel
 - l. The right to be informed of the programs' rules of conduct
 - m. The right to be informed of the programs sanctions and consequences
 - n. The right to engage in a grievance procedure without repercussion or retribution
 - o. The right to protection from discrimination based on the client's race, color, national origin, culture, religion, sex, sexual orientation, age, political affiliation or disability

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- p. The right to send and receive mail providing that security and general health and safety requirements are met
- q. The right to receive mail from student's parents, regardless of whom the mail is from; and the right for that mail be unopened, uncensored and unread
- r. The right to send and receive private, unopened, uncensored mail to and from client's guardian, attorney, physician, clergy and the Office of Licensing
- s. Any mail received from anyone other than those listed on the approved mail list will be given to your primary therapist to discuss with you and your parents.
- t. The right to communicate with and have visitors except those restricted by parents/guardians or by your MRA therapist
- u. The right to communicate with and have visits from client's guardian, attorney, physician, and clergy
- v. Defined smoking policy in accordance with the Utah Clean Air Act
- w. Statement of maximum sanctions and consequences

Questions or concerns may be posed to the administration of the Moonridge Academy program or to the Utah State Office of Licensing at

I understand these responsibilities and agree to abide by the rules and regulations of MRA.

Signed: _____ Date: _____

Signed: _____ Date: _____

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MOONRIDGE ACADEMY STAFF PROFILES

Kent Tasso, B.A. *Owner*

Kent's background is varied and combines both teaching in the classroom as well as administration. Kent has taught Middle School and High School students at three different schools. He has also served as Development Director of A Gifted Education, Inc. in San Jose, California, the parent company of two private schools, where he saw firsthand the importance of a broad enrichment program that reaches many different types of students. He lived for two years in French speaking Quebec and later received his degree in Japanese and French from Brigham Young University. Kent has previously served as a French instructor. Kent has a passion for languages that began early in his life and has pioneered a unique method of instruction that produces fluency in relatively short periods of time.

Craig Rodabough, LMFT *Executive Director of CERTS*

Craig oversees the four CERTS programs: La Europa Academy, Kolob Canyon RTC, Moonridge RTC and Mountain Springs Preparatory Academy. He holds an M.S. from Brigham Young University and is a licensed Marriage and Family Therapist with twenty years of experience working with youth and their families. In addition to being a Therapist he has worked as a Director of Admission, Regional Director of Business Development, Clinical Services Director, and Executive Director. Mr. Rodabough has also volunteered as a Board Member for the Utah Association for Marriage and Family Therapy and the National Association of Therapeutic Schools and Programs (NATSAP). His work with NATSAP includes participation on the Membership committee, Chairing the Member Services Committee and Chairing the 2007 national conference. He has presented at several national conferences on adoption issues and family system interventions. When not at work Craig enjoys being with his wife and three children. They enjoy hiking, playing cards, reading and being together, although sometimes, not everyone enjoys it at the same time.

John Trujillo

Facility Director/owner-Moonridge Academy

After moving to southern Utah in 1996 and working as a youth counselor, it was John's desire to help change the lives of troubled kids. As he has said before, working as a youth counselor was the most rewarding job he has ever had. John grew up in Los Angeles and coached little league baseball, football and has been involved with youth for over 15 years. John is married with three wonderful girls. It has been John's dream for 10 years to have a program that would have a positive impact on a child's life. After being introduced to Scott Davis and Kent Tasso he discovered that they had a common goal to help children. As a result they co-founded Moonridge Academy.

Jason Harrison, MSW, LCSW

Executive Director of Moonridge Academy

Jason was born in Idaho and raised in St. George, Utah. He graduated from Southern Utah University in 1999 with a BA in Psychology and a minor in Spanish. He then graduated from the University of Utah with a Master's in Social

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Work. Jason is currently licensed as a LCSW in the state of Utah. Jason has worked with both adolescents and adults with developmental disabilities, chronically mentally ill, sexual perpetrators, and victims in leadership positions. He and his wife, Krissy, love living in Cedar City after not being here for about 6 years. They look forward to raising their two kids, Ty and Emery in Cedar City. He enjoys gardening, plants of any kind. Spending time in his garden helps him maintain his direction and his goals in his life. He has completed a certificate course in Horticultural Therapy with the American Horticultural Therapy Association and brings this specialization to the students at Moonridge.

Darrellyn Dorais, LMFT

Clinical Director

Darrellyn has been providing psychotherapy services to groups, families, adolescents, young children, and individual adults for 20 years while working in private practice, residential, and non-profit settings. She graduated from Pepperdine University with a master's degree in Counseling Psychology, and is a Licensed Marriage Family Therapist in Utah and California. Prior to her moving to So. Utah in 2007, she obtained certifications as a Rape and Trauma Counselor, and as a Batterers Treatment Facilitator. She also served on the Los Angeles County Domestic Violence Council and was a clinical supervisor in a large community mental health clinic for eight years. She thoroughly enjoys work with attachment disorders, family/relationship issues, and trauma survivors; sand tray and play therapy with families, children, and adults; and the challenges of daily life with young adolescents and their families. When not at MRA Darrellyn likes spending time with family and friends, reading, listening to music, cooking, and walking with her dog among the red rocks, open spaces, and blue skies of Utah.

Ruth Williams, M.S., L.C.S.W.

Therapist

Ruth received her master's degree in social work from the University of Utah and is currently licensed in the state of Utah as a Licensed Clinical Social Worker. In the past, Ruth has worked with the chronically mentally ill, ungovernable adolescents, sexual perpetrators and victims, domestic violence perpetrators and victims, as well as providing extensive child and family therapy. In the recent past, Ruth was the coordinator for the Kindergarten through Fourth grade program here in Iron County. She also has experience in sand tray, play and art therapy, attachment disorders, ADHD issues, and parent and child relationships.

Noëlle Christensen, M.A., L.P.C.

Therapist

Noëlle Christensen was born and raised in Arizona, graduating from Northern Arizona University in 1999 with dual Bachelors degrees in Elementary Education and Sociology. She worked as a second grade teacher, concurrently coaching Jr. High track and High School cross country, and spent 1.5 years living in England before returning to Northern Arizona University for her Masters. She graduated with her Masters in Counseling in 2004 and has since worked as an intensive in-home family Therapist, a school-based Therapist, and a drug and alcohol Therapist for both a community counseling agency and a women's prison. She has also worked with severely mentally ill persons, individuals with severe anxiety, children and adolescents, and has facilitated anger management and Women's Issues groups. Noëlle is a National Certified Counselor and a Licensed Professional Counselor. She resides in Cedar City, Utah with her husband and enjoys her work at Moonridge more than any other work she has ever done. She enjoys working with teen girls, having a teenage sister of her own. Noëlle enjoys being outdoors, writing poetry and letters, running, cooking, and playing the piano in her free time. She values family, education, and work most in her life.

Kevin Kirschenmann, MSW, LCSW

Program Director

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Kevin graduated from Arizona State University with a Bachelor's degree in psychology and a Master's degree in clinical social work. He is currently licensed in the state of Utah as a licensed clinical social worker. Before coming to Moonridge Academy, Kevin had extensive experience working as a therapist with children of all ages, along with their families, in treating both mental health and substance use disorders, helping others discover their own potential and purpose in life. He has also had extensive training and experience in Dialectical Behavior Therapy and crisis intervention. Kevin is very passionate about helping others find true happiness. He also has an affinity and passion toward music, and enjoys playing the piano, the organ, and the guitar. He also enjoys singing and exercising.

Sheena Clark

Assistant Program Director

Sheena Clark was raised in Southern Utah and currently resides in Cedar City, Utah. She received a bachelor's degree in Psychology and minor in Physical Education from Southern Utah University. She has worked at Moonridge Academy for the last 2 years and has served as a student counselor, shift leader, mentor and assistant program director. She is passionate about any and every form of physical education. She enjoys playing sports with our students and in the community. Her favorite sporting team is the NY Yankees and hopes that they take the World Series for the next 25 consecutive years.

Stefanie Trimmer, B.S.

Education Director

Stefanie currently holds a B.A. in Special Education/Elementary Education, from Southern Utah University. She also has **Level 2 Utah teaching certification**; she is certified to teach in the Elementary and Secondary settings. Stefanie has previously served as Education Director for Kolob Canyon Residential Treatment Center and has a strong desire to direct young people down positive roads.

Stefanie was born and raised in upstate New York and holds a special place in her heart for the East coast. However since moving to the West in 1995, she has grown to love it very much and feels that it is her home for life. She holds a love for animals, outdoor activities, education, travel, reading, and children. She stays very busy keeping up on all of her interests and loves to explore new ones.

Stefanie loves to combine her love of the outdoors into her educational setting to promote learning, health and responsibility.

YOUR DAUGHTER'S

Honoring the Greatness Within

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STAGE WORK ASSIGNMENTS

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