TLC

PARENT MANUAL

Mailing & Contact Information:

Thayer Learning Center

Cadet _____ ATTN: Parent Rep: _____

PO Box 176

Hamilton, MO 64649

School Phone #: 816-583-4900

School Fax #: 816-583-4943

Mailing Address for Billing Office:

2B Enterprises

PO Box 910032

St. George, Utah 84791

Billings Q&A Hours Phone #: 435-656-4407

Billings Q&A Fax #: 435-656-4420

Questions, Problems, or, Concerns Not Being Addressed?:

Parent Help

PO Box 910642

St. George, Utah 84791

Anytime 24/7 #: 800-688-8706 Fax #: 435-627-1931

Thayer Learning Center

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Dear TLC Parent:

I would like to welcome you to the Thayer Learning Center. It is our desire to create an atmosphere of healing and commitment for you and your family during this difficult time. Your teen's first days here will be difficult. We understand. Many of our Parents have commented that it is much more difficult on them than it ever was on their teen.

As we journey through this experience together, it is important to remember to keep communication open. When your student first comes to TLC, it is usually a difficult period and takes time to adjust. And, even though the scenery is beautiful and the surrounding farm community is quaint—it is <u>NOT</u> home and it is unfamiliar. Not only are they adjusting to this unfamiliar surrounding, but they soon find out that the Program has high attitude/behavior expectations, a firm set of rules and an insistence that they make appropriate changes. While no two situations are the same, you and your student will go through several phases. Let me give you an idea of some of these:

Denial Phase, typified by statements like:
"I can't believe you did this to me"
"I don't belong here"
"I'm not learning anything, all they do is baby-sit me"
"The students here have problems much worse than mine"
"They have criminals, kooks, and drug addicts here"
"They are abusing me!"

Guilt Trip Phase, typified by statements like:
"If you really loved me, you would bring me home"
"You don't know how terrible it is here, or you would get me out"
"This place is totally unsanitary, it has cockroaches and rats"
"No one cares about me, the staff do whatever they want to me"
"I'm treated like a prisoner"
"You can't believe the staff, they will say anything to keep me here"
"The students here are a totally bad influence on me, you should hear what they talk about"

Anger Phase—This is typified by statements like:
"If you ever want to see me again, you had better get me out of here"
"You'll wish you had never done this to me"

"I don't want to be your son/daughter anymore"
"I don't care what I have to do, I am going to shut this place down"

Negotiation Phase—This is typified by statements like:
"If you bring me home, I promise there won't be anymore problems"
"We can work out our problems better at home as a family, we can all go to therapy together, again. . . :"
"If I work hard, will you take me home by _____"
"I'm willing to work on my problems but can't I do it at a different Program, one that will *really* help me?"

The motive in each of these phases is to work on your emotions in hopes that you will take your child out of the Program. This way they don't have to go through the long hard process of making changes to themselves. We can certainly all understand why a Student will try any or all of these manipulative tactics.

This is a tough Program. Although the food is good—it is not as good as the 'home cooked' meals you have provided them. The accommodations aren't nearly as comfortable as your home. Students sleep in barracks with up to 15 roommates—military style. Students are required to do community service work hours and chores to help beautify the school. Yet, these are some of the very reasons the Program begins to change teen lives and behaviors.

We have found that if Parents and the Program remain strong in their resolve to work together, students *have* to look inside and truly begin to make change. Without this solid-committed partnership, the program will not work. The faster your student reaches this 'acceptance' phase—realizing mom and dad are not going to 'bail' them out— then, and only then will the Program begin to work for them and you.

Sincerely,

Willa Bundy
TLC Founder

Mailing Address:

TLC Director
PO Box 176
Hamilton, MO 64644
director@tlcprogram.com

Program Overview

The Four Stages of our Program

☆ ☆ ☆ ☆

FIRST STAGE: *BOOT CAMP*

Basic Trainee Cadet Phase

Objectives:

*Become physically & nutritionally fit
*15 hrs/wk service project participation
*Learn respect for family, community & society laws & rules
*Learn respect for self and others
*Complete 1st GROW Seminars

The Basic Training Stage of your student's experience is probably the most important of all. As you know, they are not exactly pleased to be here and experience this change to their lifestyle. Students at this stage have become so accustomed to 'running the show' at home that instituting consistent—strict rules, discipline and attention to detail is painful.

This stage was developed to re-instate the importance of mastering the simple things in life. This is done through: A strict daily schedule; 24 hour a day— 7 day a week awake supervision; study periods listening to positive motivational tapes including 100 Greatest People & Books, etc.; eating three well balanced—nutritionally fit meals; becoming physically fit; and, participating in group discussions as well as Seminar One. *(See Boot Camp Student Tracker Sheet)*

Mail & Communication During Basic Trainee Status

Communication with your family representative is especially important during this time. When your student enters TLC they are taught that they have broken trust with the MOST important relationships in their life and violated the rules that govern their home. Therefore, because of *their* behavior, they chose to come to TLC—leaving their parents no choice. Here, they must earn the right to have free and open access to these most sacred and important relationships within the family. They are taught that emotional wounding within the family causes deep scars that deserve careful, respectful consideration and need to be repaired and earned.

Students do not have free access to phones during Boot Camp. They

write letters home every Sunday. All communication from the student is sent directly to the parent. Yes, mail will be read through by your family rep for the purpose of staying on the same page with you. If there are problems or concerns, this gives the family rep the ability to call you immediately to address the issue rather than waiting for the mail to take its course. This is also done to help each student realize the importance of communicating honestly.

School During Boot Camp

When cadets first come to TLC, many are far behind and most are disinterested in school. They do not have an appreciation for the value of a good education much less school teachers or a parent's desire for them to succeed in it. During Boot Camp, students are told that because they chose to come to TLC, it meant they had lost respect for education and those who would teach them. Education is a privilege. It is a gift. Therefore, they must not only earn that privilege back, they must take personal responsibility for it. Formal school work is withheld from the student during Boot Camp. They must earn and pass Boot Camp requirements in order to move into Residency and begin their school work.

Until then, Students in Boot Camp are required to listen to positive motivational tapes, watch educational videos, take notes and take tests over the material. These tapes include well known motivational speakers including Zig Ziggler and Tony Robbins to name two. The Educational Videos cover topics such as drug & alcohol awareness, learning about nature, developing a healthy self-esteem, as well as many others.

This process serves three purposes. *First* Students learn to expand their ability to focus and study; *Second:* They begin to appreciate having live instructors and teachers. They are required to get consistent grades of 90% and higher in order to move into Residency; and, *Third:* They are getting consistent, good and positive information on motivation, self esteem, getting along with others as well as other important topics to help them develop a healthy outlook on life.

FIRST SEMINAR SUBJECT OUTLINE

Students must also participate in the first Emotional Growth Seminar. These Seminars were developed to help each Student define his/her belief system. No particular philosophy is taught—only that in order to have direction, they must stand for something and have a plan. An outline of the subjects covered in Seminar One are as follows:

their life that have been stressful and painful in the past. They get to speak with family for the first time since they arrived, they must begin their school work and communication with peers within TLC becomes more open and free. They are expected to take COMPLETE control of themselves in *every* way. Residency is about becoming self monitoring and self motivated. *(Please take a look at the paperwork each student must keep while in Residency to earn their TLC dollars.)*

Students are still required to maintain the same standards they have learned during Basic Training, and, more. . .It is during this phase that parental support, advice, encouragement, forgiveness and understanding become the single most positive force in each Resident Cadet's life at TLC!

At this stage, Students are taken through our unique real life skills practicum. They are told that their behavior day to day at TLC *is* their job. They will receive TLC dollars for appropriate behavior. They are set up on a 'budget' and taught basic bookkeeping skills. They keep records and receive mock pay checks every two weeks from which they are taken through the process of paying their "make believe bills." *(See paperwork in the back of this booklet).* The value of this experience cannot be understated. This not only teaches Students the value of good financial planning, teaches good work ethics and valuable, real life bookkeeping skills—but it also helps create understanding for what parents go through every month.

Mail & Communication During Resident Status

Students in Residency have earned the privilege of once a week phone calls with parents. Your Family Rep will contact you at this point and set up a time when you can have a phone call with your student. Yes, your Family Rep is on the line with you and your Student to answer any questions you or your student might have as well as provide support for either your student or you if needed. Mail communication remains the same.

Residents write letters to their families on Sunday evenings. Again, mail is read through for the purpose of open and honest communication between everyone involved. We are trying to impress upon your Student the value of honesty and letters free from abusive or contentious language. It is also normal for parents at this stage to forget why they sent

their student to TLC and begin feeling tremendous guilt and anguish at having to have sent their student away for help. This is normal. These feelings are also part of the healing process. It is most important, therefore, that all of us–together–get the same information, at the same time without manipulation and without dishonesty. Remember, one of the main difficulties you are having with your child is their dishonesty in difficult situations and toward life.

Parent Visits

Once a Student has reached Resident status, they are eligible for a family visit. Parents may visit at any time during this stage for One Hour on campus. However, Students must earn longer and off–campus visits with their behavior earned TLC 'dollars'. Students must have successfully paid their bills for two consecutive months. You might hear them say, "An overnight visit is going to cost me $150.00 TLC dollars.". Their budgets are set up to accommodate earning this privilege from the beginning. *But. . . In order for them to be successful and the program to really work–they must earn it.*

Having complete support from you in teaching your Student this concept is critical to them learning & appreciating the value of making good choices. Remember, your student is being taught that family relationships are sacred and worth earning. Your relationship must be earned back and appreciated in order to repair and heal the hurt and broken trust.

Often, parents come for their first family visit during this phase and see such wonderful progress and begin feeling that maybe it is time to take their Student home. Students take full advantage of this emotional time and have a *natural* tendency to fall back into old patterns of manipulation to get what they want–to go home. *It is more important than ever that TLC and Parents support each other and stay unified in their efforts to complete the program!*

Families who have chosen to pull their students before completing the program soon realize it was too soon! Those who have pulled their students in a moment of emotion, weakness and manipulation usually call us back either angry and full of blame accusing us of wrongdoing. . . or,

in humility asking us to please come get their student and help them finish the program. *If you experience these feelings at this or any stage—it is normal—but, DON'T GIVE IN! Call your Family Rep! They are there to help you stay committed and follow through.* Remember, this program will only be successful if you, the parents, and we, those who work with your child, remain focused and supportive of each other.

School During Residency

By the time cadets graduate Boot Camp, they have gained an appreciation for the value of education and having a teacher to help them with it. During Boot Camp they have been listening to audio tapes and watching educational videos—then taking tests on what they have learned. More often than not, we have students come to us begging for live instruction by the end of their stay in Boot Camp. We then introduce them to American High School Home Study Program. In a classroom setting, we have qualified staff to assist with tutoring, or other needs that might arise for each student's educational success.

Before Students reach Residency, our Education Specialist has contacted the Student's home school, received transcripts, sent them to American High School and has a clear plan for what that Student needs to progress through the College Prep program offered. *(See the American High School Information in the back of this booklet).* It is important to remember at this point that the reason you contacted our School in the first place was because your Student was out of control & behind in their studies and could care less about school.

American High School is an accredited curriculum that provides the opportunity for each student to progress as fast as they are dedicated to it. We do not allow any student to progress with anything lower than a B average. Many Parents become alarmed that their students are moving too fast. American High School is *core* curriculum only. It was designed to do exactly what is needed at TLC, which is to assist each student to get back on track.

SECOND STAGE: *Residency—Resident Cadet continued. . .*

It is not unusual for a Student to complete a full year of High School in just 10 weeks. At TLC we have their 100% attention, we have a Student who's attitude has changed dramatically to understand the importance of education and who appreciates it. They have set lofty goals by this time and are determined to finish. It is at this point some parents begin to forget why they sent their student to TLC in the first place. Remember, your student came to our school for *behavior modification.* We need an added amount of support and commitment to the program in order to keep working successfully with your student during this period of time.

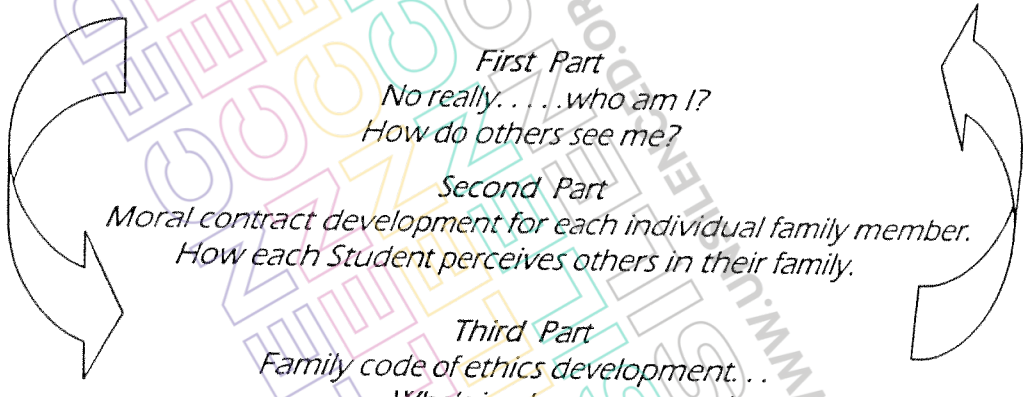
Along with American High School, TLC teaches a Missouri History class required for our certification as a Boarding School in the State of Missouri. As you know, there are times each Student's state requires their State History be a part of that Student's curriculum in order for them to return to their school district. Please know that our School Specialist contacts *every* Student's home school district to make sure we are doing everything needed in order for them to return to their respective schools.

Some school districts ship us whatever curriculum that is unique to that school district and have us supplement it with a Student's regular studies. Our staff is prepared for this event and accommodates each and every unique situation. We are also instituting teaching two of American High School's classes with a live instructor—American Government and Math. From experience, we have found these two subjects to be particularly difficult for students and wish to rectify the situation.

Again, your Family Rep is important through every stage of their TLC development—especially Residency. If you have *any* questions regarding any aspect of your Child's education while at TLC, please let them know. We can only fix problems if we know about them.

SECOND SEMINAR SUBJECT OUTLINE

Students must also participate in the Second Emotional Growth Seminar. These Seminars were developed to help each Student define his/her belief system. No particular philosophy is taught--only that in order to have direction, they must stand for something and have a plan. An outline of the subjects covered in Seminar Two are as follows:



THIRD STAGE: JUNIOR STAFF

OBJECTIVES:

*4 months 20 hrs/wk community service participation
*Quickbooks Pro Bookkeeping Software Learned
*Adult path paperwork accurate & complete 6 consecutive months

THIRD STAGE: *Jr. Staff Cadet continued. . .*

Mail & Communication During Junior Staff

Along with this major change in their lifestyle @ TLC, Students must also exhibit a high degree of professionalism as they are free to move about campus and have access to make phone calls home in the evenings three nights per week. Incoming and outgoing mail and phone calls are still directed through you and are monitored. During this phase, it is imperative that you remain committed in your support of the program and remaining phases of the program. Communication with your Family Rep is critical. We rely on you to alert us to areas of concern that you may have and vice versa.

School During Junior Staff

By the time Students reach Junior Staff, most are close to either graduating High School or completing their required courses to return to their respective Schools. Those who are close to graduation must apply to take the ACT for college entrance purposes. During this stage, Students are also required to earn their CPR/First Aid Certification and Food Handler's Certifications. They must also demonstrate proficiency in Quickbooks Pro—a well known bookkeeping software program and complete our Life Skills Course.

THIRD SEMINAR SUBJECT OUTLINE

Students must also participate in the Third Emotional Growth Seminars. These Seminars were developed to help each Student define his/her belief system. No particular philosophy is taught—only that in order to have direction, they must stand for something and have a plan. An outline of the subjects covered in Seminar One are as follows:

Outward Stretch

First Part
Basic 'feel good' principles of service

Second Part
The family that serves together, stays together

Third Part
Life is truly a 'state of mind'
(The reality of actually being what you think)

THIRD STAGE: *Jr. Staff Cadet continued. . .*

*No debt 4 consecutive months
*Become CPR/First Aid Certified
*Earn Food Handlers Certificate
*Minimum 5 hrs./day school choice
*Complete 3rd Seminars

Students must be invited by the Director of Residency to apply for Junior Staff status. These students have proven themselves ready to accept the challenge of a supervised leadership role at the school. Before they take on this position, they must:

1. Prepare a resume
2. Write a letter of introduction
3. Ask Staff Sergeants to write them letters of recommendation
4. Get their resume to the Director through the proper chain of command
5. Be interviewed for the promotion

Once Students who qualify for Junior Staff, complete the required paperwork and pass their interview they are called into the Director's office for training. They are given a day planner. Until this point, Students have had no say in their day to day schedule. Their only choice is to keep what has been set up for them. Now, Students are given specific activities they must accomplish during the day, i.e., school, exercise, training with Sergeants, etc.

From the list of required activities, Junior Staff Students will be required to map out their day to day activities from 6:00 a.m. to 9:30 p.m. for one week in advance. Their schedules must be turned into the Director for approval every Monday morning. While Students are still supervised 24 hours per day 7 days per week, every effort is made to give these Students the freedom to exercise the knowledge they have gained during their stay at TLC.

FOURTH STAGE:
HOMEWARD BOUND CADET

OBJECTIVES:

*Mentor one incoming cadet
*Maintain 5 hrs/day school choice
*Adult path paperwork accurate & complete 7 consecutive months
*No debt 6 consecutive months
*Complete & Assist/teach Life Skills Course
*Family Code of Ethics formalized & signed
*Pass Parent Evaluation
*Earn letters of recommendation from Staff
*Complete 4th Seminar

During this last phase of a cadet's training at TLC, the focus is on going home. Cadets will be preparing their records, making sure they have completed all required course work and completed each stage of the program with certification. Students at this stage are ready to be monitored given total freedom on campus—within the parameters of Jr. Staff level. Students at this level are sometimes apprehensive about returning home. They have mastered each step of the Program, but are unsure about returning to their home environments.

There is much to finish at this stage. Emphasis is placed on the family and home structure students will be returning to. Parents come for a weekend visit and participate in a Fifth Seminar where they develop their family rules and sign their Family Code of Ethics. It is also during this period that every aspect of the Student's development while at TLC must be accumulated and passed off for graduation. This Stage requires a great deal of cooperation and communication between your family rep and you.

Mail & Communication During Homeward Bound Status

With guarded supervision, Students at this level begin to experience freedom as if at home. Incoming and outgoing mail is no longer monitored unless you deem it necessary. Students have access to evening phone calls four nights per week at your discretion. Visits with families, though Students must still earn them, are at Parent's discretion for duration and frequency.

School During Homeward Bound Status

By the time Students reach Homeward Bound Status, Students should be within weeks of completing any school they will do at TLC. School continues as it was during Jr. Staff—with the exception of them having a choice as to what time of day they would like to attend school. Those who have not taken the ACT during Jr. Staff will need to complete this very important step for college entrance purposes—if that is their next step. Those returning to their respective schools, will be scrutinized to make sure they have completed all requirements necessary.

During this stage, Students will have the opportunity to sharpen their public speaking skills. They will be asked to teach four Life Skills Courses (they have already been through by this point) in a classroom setting to other Cadets and Staff and write & give one speech.

FOURTH SEMINAR SUBJECT OUTLINE

Students must also participate in the Fourth Emotional Growth Seminar. These Seminars were developed to help each Student define his/her belief system. No particular philosophy is taught—only that in order to have direction, they must stand for something and have a plan. An outline of the subjects covered in Seminar Four are as follows:

Walk Straight Forward

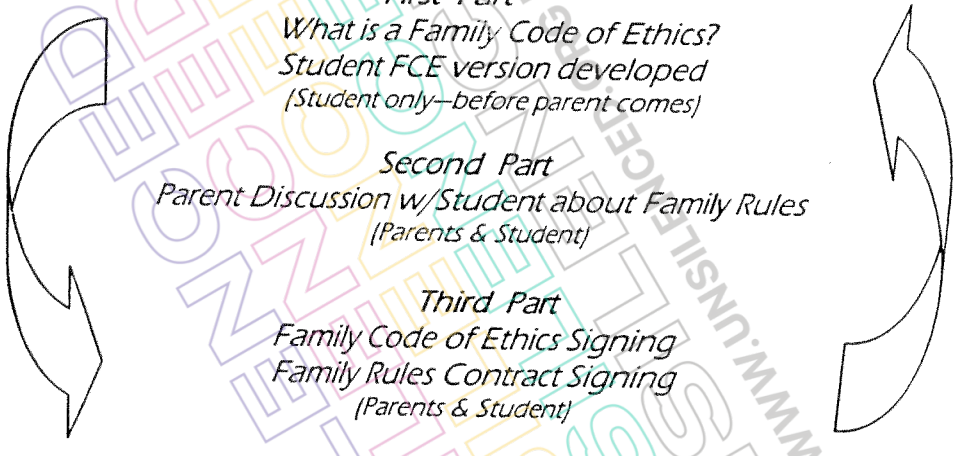
First Part
Self Esteem: The cornerstone of happiness

Second Part
Proper Prior Planning Prevents Poor Performances

Third Part
A PhD in 'Good Choice Making'

FIFTH SEMINAR SUBJECT OUTLINE

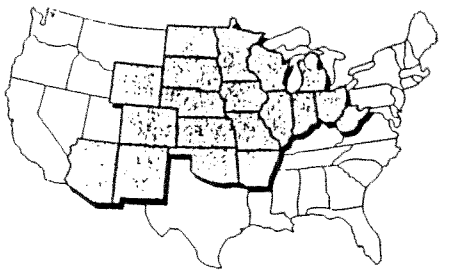
Students must also participate in the Fifth Emotional Growth Seminars. These Seminars were developed to help each Student define his/her belief system. No particular philosophy is taught—only that in order to have direction, they must stand for something and have a plan. An outline of the subjects covered in Seminar Five are as follows:



CONTGRATULATIONS!!! You and your Student have made it! Graduation ceremonies are held at this point to award your student with any medals, certifications, or diplomas they have earned. Your Family Code of Ethics and Rules Contract are framed and presented to your family.

TLC also re-enforces support for you and your family with it's unique guarantee: If for any reason your Student returns to old behaviors during the first year they return home; we want them to come back to Basic Training for free.

**Please take your time to become familiar with the paperwork following this Program Overview. It will help you understand your Student's stay and education at TLC.



NCA

COMMISSION ON SCHOOLS
OF THE NORTH CENTRAL ASSOCIATION
OF COLLEGES AND SCHOOLS

MEMBERSHIP CERTIFICATE

This is to certify that

American School (Chicago)

Is a member of the North Central Association and
has been accredited by the Association since

1974-75

The school is to be commended for its continuing quest for excellence.



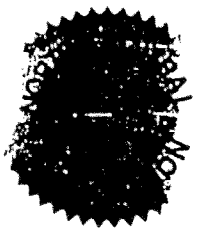
1995-1996



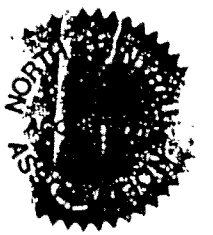
1996-1997



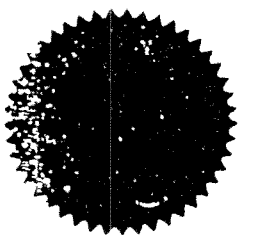
1997-1998



1998-1999



1999-2000



2000-2001

2001-2002

ILLINOIS STATE BOARD OF EDUCATION

NONPUBLIC SCHOOL
Certificate of Recognition

This certifies that American School (Grades 9-12)
located in Cook County is officially recognized according to *Policy and Guidelines for Registration and Recognition of Nonpublic Elementary and Secondary Schools.* This Certificate of Recognition is issued annually to schools that maintain the criteria adopted by the Illinois State Board of Education for recognized nonpublic elementary and secondary schools.

Issued at Springfield, Illinois
2001-02 School Year

Joseph F. Kaczmarski
Regional Superintendent

Glenn W. McGee
State Superintendent of Education

14016272Y

TLC

Student Tracker

Boot Camp

Red Shirt Phase: _____

Ed Video & Tape Test Scores: _____ _____ _____ _____ _____

Physical Fitness Test Scores: _____ _____ _____ _____ _____

Sit-Ups (Within 2 min.): _____ _____ _____ _____ _____

Push-Ups (Within 2 min.): _____ _____ _____ _____ _____

2 Mile Timed Run: _____ _____ _____ _____ _____

Positive Attitude/Participation Evaluations: _____ _____ _____ _____ _____

Nutrition/Sleep Habit Evaluations: _____ _____ _____ _____ _____

Seminar One Participation: _____ _____ _____ _____ _____

Service & School Beautification Hrs: _____ _____ _____ _____ _____

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

WWW.UNSILENCED.ORG | UNSILENCED CAMP UNSILENCED

Student Enroll Date: _____ ***Mom:*** _____ ***Dad:*** _____

ccGrise'l, LLC2003

Student Name: _____

TLC

Student Tracker

Residency

Two Week Training: _____ _____

5 Year Goal Plan Developed: Draft: _____ Parent Approval: _____ Final Draft Ap'd: _____

Physical Fitness Test Scores:

Sit-Ups (Within 2 min.): _____ _____ _____ _____ _____

Push-Ups (Within 2 min.): _____ _____ _____ _____ _____

2 Mile Timed Run: _____ _____ _____ _____ _____

4 Mos. TLC Dollar Monthly Earnings: _____ _____ _____ _____ _____

No Debt 3 Consec. Month Dates: _____ _____ _____ _____

Seminar Two Participation: _____ _____ _____

Service & School Beautification Hrs: _____ _____ _____

School Subjects & Scores: _____ _____ _____ _____ _____

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

Student Enroll Date: _____ ***Mom:*** _____ ***Dad:*** _____ ***Student Name:*** _____

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UNSILENCED

ccGrise'l, LLC2003

TLC

Student Tracker

Jr. Staff

Letters/Resume Approved:		Interview:	2 wk.training:	
Quicken Proficiency Tests:				
Physical Fitness Test Scores:				
Sit-Ups (Within 2 min.):				
Push-Ups (Within 2 min.):				
2 Mile Timed Run:				
4 Mos. TLC Dollar Monthly Earnings:				
No Debt 4 Consec. Month Dates:				
CPR Certification:			First Aid Certification:	
ServSafe Food Handler's Certification:				
Seminar Three Participation:				
Service & School Beautification Hrs:				
School Subjects & Scores:				
Life Skills Course				
ACT Prep				

Student Enroll Date: _____ ***Mom:*** _____ ***Dad:*** _____ ***Student Name:*** _____

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TLC

Student Tracker

Homeward Bound

Teach 4 Life Skills Classes: _____ _____ _____ _____

Two Speeches Given on Assigned Topics: _____ _____

Physical Fitness Test Scores:

Sit-Ups (Within 2 min.): _____ _____ _____ _____ _____

Push-Ups (Within 2 min.): _____ _____ _____ _____ _____

2 Mile Timed Run: _____ _____ _____ _____ _____

4 Mos. TLC Dollar Monthly Earnings: _____ _____ _____ _____

No Debt 4 Consec. Month Dates: _____ _____ _____ _____

School Requirements Met: _____ _____ _____

Peer Monthly Mentor Hours: _____ _____ _____ _____ _____

Seminar Four Participation: _____ _____ _____ _____

Parent/Child Seminar: _____ _____

Family Code of Ethics Signed: _____

Service & School Beautification Hrs: _____ _____ _____ _____ _____

_____ _____ _____ _____ _____

School Subjects & Scores: _____ _____ _____ _____ _____

ACT Test Score _____ _____ _____ _____

_____ _____ _____ _____ _____

Student Enroll Date:_____ ***Mom:***_____ ***Dad:***_____ ***Student Name:***_____

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ccGrise'l, LLC2003

Frequently Asked Questions Overview

	Boot Camp	Residency	Jr. Staff	Homeward Bound
Mail ***Please do not send extra things besides what is requested. Thank you.***	Letters only - All Mail read thru by family reps. Letters written on Sunday evenings only. All mail goes thru Parents	Letters - All Mail read thru by family reps. Letters written on Sunday evenings only. All mail goes thru Parent	Letters - still monitored All mail goes thru Parent	No restrictions unless Parent's request
Phone Calls	None Parents call in once every week at a previously scheduled time to speak with their family rep.	Once per/week with Parents only. Family Rep listens in.	Student has access to phones 3 evenings per/week to call parent only/certain hours. Family Rep still in the room, or, other staff may be present.	Parent permission - No restrictions - free access 4 nights per week during certain hours. But, only when adult staff are in the room.
Parent Visits	None (Parents may tour the school any time)	After 2 successful consec. month bill pays -min. 60 days Students must earn/pay for Day visit on campus: $50TLC$s 2 Days/1 night: $150TLC$s 2 1/2 Days/2 Nights: $200TLC$s	At Parent's/Fam. Rep discretion. Students must earn/pay for	At Parent's discretion.
Clothing	Uniform Only	Uniform until Student earns enough $ to purchase own clothes from home.	Own clothes they have earned & Uniform depending on activity.	Own clothes per Parent approval

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Thayer Learning Center

Introducing John H. and Willa Bundy

Having lived and worked on a ranch most of his life gave John a wide range of experiences, including the wisdom in teaching youth the value of hard work. From an early age, he was involved in the scouting program receiving his Eagle Scout ranking by age 14. He has always been known as an honest, hard worker. In 1979, Mr. Bundy met and married Willa.

John has dedicated his life to reaching out and helping youth. All of his adult life, he has remained an active member/volunteer for the Boy Scouts of America. As a Police Officer for over 5 years, he chose to work the college campus in an effort to reach out to youth. Having a desire to combine his love for ranching and children, Mr. Bundy re-entered school as a Junior at Utah State University in Logan, Utah. During his school experience, he worked closely with the Animal Science Department in calculating and balancing rations, retrieving rumen samples for research and feeding animals. The main emphasis of his studies while at school was in the areas of nutrition and animal production. His ultimate goal has been to create a working farm environment that truly gives teens in trouble a place to go and change poor behavior. To further enhance his education through life experience, Mr. Bundy has traveled all over the United States, including Hawaii. He has also traveled to Poland, Japan, Korea and Mexico.

John is noted for his articulation on family relations and today's teen needs – especially the relation between poor behavior and poor nutrition. He is Known by

many throughout the United States as he has been transporting runaways and teens in crisis for close to 20 years. Whether he is meeting with heads of state, speaking to large youth groups or the gang member on the street, John has the ability to speak their language with a message and ends up becoming a true friend.

Willa Bundy grew up on a farm just 15 miles north of TLC. She returned to school after a nine year gap in her education due to raising her 7 children. She has been actively involved in Church and community affairs her entire life. She coached swimming for more than 10 years – taking her own son to two national competitions. She taught American Red Cross courses for over 15 years with several ARC certifications, including First Aid/CPR and water safety. In college, Mrs. Bundy maintained a 3.95 GPA in overall coursework with a 4.0 GPA in her field of study, pre-law with an emphasis in Juvenile and Family court systems. She was a member of the Honor Society Mortar Board and was invited to join Blue Key and Gold Key National Honor Societies as well as Pi Sigma Alpha. While a senior at USU, she served as the Merrill Chair Assistant in planning and coordinating a publication and lecture series on law and society in the United States. She was also an undergraduate teaching assistant for pre-law, an honor reserved for the most capable pre-law senior. Her literary writings won many acclaims throughout her college career and she was published before graduating with her Bachelor's Degree. Currently, Mrs. Bundy is working toward her PhD in Clinical Psychology.

While studying juvenile and family court law, she was assigned to work with a judge as a probation case worker with troubled youth. It was there she found her true passion in life – working with youth and families in crisis. Becoming frustrated with the lack of good information and resources to help families with troubled youth, she developed the Grise'l Method, currently used at TLC. From there, she opened Linden House, a school for pregnant teens. Due to health and family complications, she closed Linden House just 1 year after it opened. It is interesting to note, however, that every girl Mrs. Bundy worked with at Linden House

graduated the program and have gone on to productive lives with better and open communication with their families.

Mr. and Mrs. Bundy have spent their entire lives working with troubled youth and their families. When Mr. Bundy was a Police Officer on college campuses, those he arrested often ended up at their home. As an officer, and, having the reputation of having a gift in working with troubled youth, he was often called to help locate a runaway – or talk with a teen in crisis.

The Thayer Learning Center was developed from their more than 40 years combined experience in working with troubled teens and their families. Mr. and Mrs. Bundy first began professionally in this field transporting troubled youth to specialty programs all over the world. 2B Enterprises began receiving too many calls to be contained in their small home office. From there, Parent Help grew from requests from parents gleaning information from their vast first hand knowledge about the programs they had taken students to. After marketing for specialty programs for more than 10 years, it became apparent that there was a definite need for something different. Day after day, Parent Help staff heard cries for help from parents asking for a 'different' kind of specialty school.

Mrs. Bundy had written the Girse'l Method several years earlier and together, Mr. and Mrs. Bundy decided to open the Thayer Learning Center in Kidder, Missouri – being just 15 miles south of where Mrs. Bundy grew up. The opening of TLC represented years of research and experience as well as all of their hopes and dreams they have worked toward for more than 15 years. It is their commitment to make TLC the best Christian based Boot Camp/Boarding School in the United States.