

# SPRING CREEK LODGE PARENT MANUAL

## **MAILING ADDRESS**

1342 Blue Slide Rd.  
Thompson Falls, MT 59873

## **BUSINESS PHONE NUMBER**

(406) 827-4344

## **MAILING ADDRESS AND PHONE NUMBER FOR BILLING**

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

July 2000

Spring Creek Lodge  
Phone Directory

Business Office .....	(406) 827-4344
Fax .....	(406) 827-4346
<b>Director-Cameron Pullan .....</b>	<b>(406) 827-4344</b>
Assistant Director-Chaffin Pullan .....	(406) 827-4344
Office Manager-Lisa Church .....	(406) 827-4344
Family Representative Supervisor - Patty Witt .....	(406) 827-4344
Academic Director-Sabrina Hermiston .....	(435) 827-4344
<b>Lori Tebbs - Parent Coordinator .....</b>	<b>(435) 656-2612</b>
Lori's Fax .....	(435) 656-1899
Lori's E Mail .....	loritebbs@wwasp.com
<b>TASKS Information System .....</b>	<b>(435) 635-8355</b>
<b>Seminar Coordinator .....</b>	<b>(435) 635-8355</b>
Seminar's Fax .....	(435) 635-8355
Seminar's E Mail .....	tasks@resourcerealisations.com
<b><i>Billing Office (R&amp;B Billing) .....</i></b>	<b><i>(435) 656-0630</i></b>

Dear Parents:

As the Parent Coordinator for Spring Creek Lodge, I would like to take this opportunity to introduce myself to you. My focus is to provide orientation and information to you, as well as answer the questions and concerns you may have regarding the program.

On a personal note, although I am part of the staff of the Spring Creek Lodge program now, I began just as you, in that I had a child in the Program. My child has now completed the program and has returned home. Therefore, I know exactly what your concerns are, and the tremendous anxiety you are most likely experiencing. I also know the chaos and upheaval you have lived in up until now, that necessitated this very difficult decision. I have been where you are now. So, in addition to the information I will share with you, I will also share insights gleaned from experiences to further assist you in achieving your family purpose.

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

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

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

I want to acknowledge your courage in intervening on your child's behalf. These children are the lucky ones! They were fortunate enough to have parents that cared enough to interrupt the destructive choices they were making, giving them the opportunity to change their life. Now, I look forward to coaching you through this journey, and to a brighter day for you and those you love.

Kindest Regards,

Lori Tebbs

**Office Hours:**  
**9am-5pm Monday - Friday (Mountain Time)**  
**(435)656-2612**  
**Fax: (435)656-0632**



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

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

There may be occasions when you have questions or concerns which require immediate attention; if so, please contact the Family Representative your family has been assigned. If you do not get a resolution or a satisfactory answer, please contact Cameron Pullan, Director (406/827-4344). If at any time, you have questions or concerns that have not been answered to your satisfaction, please feel free to contact me at (435)656-2612. While I don't work directly with your child, rest assured that I will make sure your questions or concerns receive proper attention.

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

Sincerely,

LORI TEBBS  
Parent Coordinator

Dear Parents:

Let me introduce myself. My name is Cameron Pullan. I started working with teens eight years ago with the YMCA Program. Five years ago, I continued this line of work as a Residential Manager for Spring Creek Lodge, LaVerkin, Utah, in addition to Psych-Technician work at Brightway Adolescent Hospital. I then accepted the position of Director of Spring Creek Lodge in November of 1996. I am excited about our Program. The setting is ideal for teens needing a change in their lives. We have an excellent process for growth and we, as a staff, are committed to your child's success. Let me outline what you can expect over the next few months.

When your child first comes to Spring Creek, there is usually a "honeymoon" period. The scenery is beautiful; breathtaking mountains and rivers. However, when your child sees that the Program has high attitude/behavior expectations, a firm set of rules and an insistence that he make appropriate changes, the "honeymoon" is over. While no two situations are the same, the Student will then usually go through several phases. Let me outline some of them:

Denial Phase - This is typified by statements like:

- "I can't believe you did this to me"
- "I don't belong here"
- "I'm not learning anything, all they do is babysit me"
- "The kids here have problems much worse than mine"
- "They have criminals, kooks, and drug addicts here"

Guilt Trip Phase - This is typified by statements like:

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

Anger Phase - This is typified by statements like:

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

Negotiation Phase - This is typified by statements like:

- "If you bring me home, I promise there won't be anymore problems"
- "We can work out our problems better at home as a family, we can all go to therapy together"
- "If I work hard, will you take me home by \_\_\_\_\_"
- "I'm willing to work on my problems but can't I do it at a different Program, one

that will help me.”

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

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

Sincerely,

CAMERON PULLAN  
Director

**MAILING ADDRESS:**

Spring Creek Lodge  
1342 Blue Slide Road  
Thompson Falls, MT 59873

**PHONE:** (406) 827-4344 Main Office

## PARENT COMMITMENT

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

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

1. Immediately following your first conversation with your Family Representative, it is vital that you send a letter to your child. In it, indicate that you are committed to their finishing the entire program, and that nothing short of completion will be acceptable. Until you do this, your child will not take the Program seriously, and will not fully engage in its mechanics. Once they really believe that you are committed, they will begin to look at their own situation differently. They will spend their time focused on working the Program, rather than holding on to their hope that you will be weak and noncommittal. Please do this immediately. Precious time can be lost if you don't.
2. Commit yourself right now to attending the Parent Seminars, and the Parent/Child Workshops. The Parent Seminars, similar to those your child will be attending in the Program, prepare both of you for the Parent/Child Workshops. All Parent/Child Workshops supply the entire family with a healing experience, and the tools necessary to deal with your child's eventual return to the home. The Seminar experience will allow your family to smoothly handle issues that you thought were impossible to handle before.

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

## **PROGRAM OVERVIEW**

Spring Creek is an effective program for adolescents ages 12 through 18. These adolescents have excellent potential but are headed for some serious problems. Typically, these are teens who are determined to do their "own thing", regardless of who it hurts or how it may alter their futures.

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

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

## **BEHAVIOR MODIFICATION**

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

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

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

## TASKS SEMINARS

### INTRODUCTION:

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

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

The TASKS program consist of the following seminars:

#### **Teen Discovery (3 days)**

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

#### **Teen Focus (3 days)**

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

#### **Teen Accountability(2 days)**

Your child will attend this seminar 4-6 weeks after completion of the Teen Focus. The seminar focus is on being accountable for life choices and making responsible decisions. This is a high impact seminar designed to challenge the teen regarding their overall program results. This includes family interactions, school, response to authority, anger, and agreements. The teen must be a Focus graduate and thus will be held to a higher standard for successful completion. For this reason, not all teens entering the seminar will graduate. If your child does

not complete this seminar, they will have to attend the seminar again. A major outcome of the seminar is to assist your child in continuing to move forward in the program.

### **Keys to Success(2 days)**

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

### **Teen Service:**

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

### **Parent Discovery(3 day):**

While your child is in the program, parents will be invited to participate in a three day Parent Discovery Seminar. The Parent Discovery Seminar is similar to the seminar attended by the teens. This seminar forms the basis for the parent and child to work together in additional TASKS seminars. A program representative will invite you to attend one of the Parent Discovery seminars shortly after your child enters the program. The parent seminars are offered in various locations around the country. Please contact the TASKS program office for locations and dates. Parent attendance is strongly urged within 3-6 weeks after enrolling your child in the program. **Please note: Parent Child seminars are not open to the family unless the parents have completed the Parent Discovery.**

### **Parent Focus(4 days):**

The Parent Focus is an optional TASKS seminar for those parents desiring additional program support in acquiring tools to ensure success for the family. The Parent Focus is similar to the Teen Focus attended by your child. Additional elements focusing on personal and parenting choices are added to enhance the development of a new family dynamic. The seminar builds upon the foundation established in the Parent Discovery Seminar. The Parent Focus is offered in the same areas of the country as the Parent Discovery.

### **Visions(2 three day weekends spaced 6-7 weeks apart)**

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

### **Parent-Child Workshop( 3 Workshops 2 and 3 days)**

The Parent Weekend is an optional workshop offered at your child's facility. Your facility will invite you to the weekend once your child has reached level 4. There are two Parent-Child Workshop designed to assist families in a successful integration of the child back into the home. However, to attend these two seminars, the parents must first complete the Parent Discovery Seminar. The Parent-Child Workshops are required in order to obtain the WWASP warranty.

### **Parent Weekend (2 days)**

When your child reaches level 4 and enters the Leadership program, you will be sent a invitation to a Parent Weekend. This weekend is designed to address outstanding issues within the family. Parent must be Discovery graduates to attend this weekend. Fundamentals developed in the Discovery seminar are critical to this weekend. The weekend is a Saturday and Sunday. It is highly recommended this be your first visit with your child. Parent weekends will be held every 12-14 weeks. The Parent Weekend is an optional seminar. Attendance at the seminar is not required for the warranty certificate. The weekend is recommend since attendance will greatly enhance the Parent-Child workshops. Old issues left unresolved from pre-program days will be surfaced and brought to completion. The family will develop a plan to continue the work with the child and facility once the workshop is complete. Requirements for Parent Weekend attendance are:

1. Student must be level 4
2. Parent must be Discovery graduate

### **Parent-Child I(3 days) or PCI(18)(3 days)**

When the following requirements have been met, you and your child will be invited to attend a PCI seminar. Requirement for PCI(18) are underlined.

- 1) Parents have completed the Parent Discovery & Focus Seminars
- 2) Child has obtained level 5  
If attending PCI(18), must be turning 18 within 4 months
- 3) Child has completed first 3 TASKS seminars  
If attending PCI(18) must be a Focus graduate
- 4) Child has program recommendation
- 5) Child has staffed 2 TASKS Seminars with commendation  
If attending PCI(18) and student is level 4, must have staffed one seminar

This is a critical seminar in which you and your child will begin the process of reintegration of the family. This is an opportunity to spend 3 days with your child without any distractions,

focus of past issues, strengthen family ties, start the home internalization process, and begin to build a new family. This is a major opportunity for you and your child to work in a guided environment to begin true healing. A major outcome of the seminar is the development of a family plan focusing on the issues remaining to be addressed for successful return home. A valuable work session for the parents will allow the adults to begin the process of generating the necessary home environment to support your child. All Parent Child seminars are held in the St. George, Utah area.

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

**Parent-Child II(2 days):**

After completion of the PCI program and meeting the following criteria, families will be invited to attend the PCII seminar. This is usually the exit program for your family. Criteria for attendance at PCII is:

- 1) Successful completion of PCI
- 2) A successful home visits since PCI
- 3) Teen has obtained 12 advancement points beyond level 6  
If teen attend the PCI(18) the student must have advanced 2 levels
- 4) Program recommendation
- 5) Completion of the home contract
- 6) Completion of the family plan developed in PCI
- 7) Successful completion of the Internalization Phase of the program

**Closing:**

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

## **TASKS DISCOVERY REGISTRATION and INFORMATION**

Dear Parents,

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

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

- 3) Adult Discovery (1<sup>st</sup> step)**
- 4) Adult Focus (2<sup>nd</sup> step)**
- 5) Visions (3<sup>rd</sup> step)**
- 6) Parent Child I and II (towards the end of your child's program)**

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

This letter is to invite you to attend an upcoming Discovery training. The dates, times, and locations of the training should have been given to you at the time of your parent orientation. There is no charge for the Discovery training for parents, grandparents, or step-parents who have children in one of the World Wide programs. To reserve your space in a training, you must complete the TASKS REGISTRATION FORM. Return to the TASKS office two weeks prior to the start of the seminar. Seminar space is limited, so please return your registration as soon as possible. Additional information and future dates are available on our web site.

**[www.wwasp.com](http://www.wwasp.com)**

All information concerning schedules, hotels, dates, and locations are posted on the web site. If you need additional forms for any reason, a copy of the form may be printed from our web site. For those not having web access, please contact your Family Rep or the TASKS Program Office. The best means to contact the office for information is via the email address

**[tasks@resourcerealisations.com](mailto:tasks@resourcerealisations.com)**

If you do not have email or Internet access you may call the Resource Information system to

obtain schedules, general information and registration material.

**Resource Information System 435-635-8355**

If you need to talk directly to the office, you may call our hot-line number

**Resource Hot-line Number 435-635-7298**

Your assistance in keeping the volume of calls down by use of the information system will allow us to better serve you when a call is required.

You are responsible for making the necessary hotel reservations. When making your reservation, please inform the hotel you are with the World Wide Association. We have blocked off a number of rooms at a special rate for our parents. The room block is held until three weeks before the training. **MAKE YOUR RESERVATION AS SOON AS POSSIBLE TO OBTAIN OUR CORPORATE RATE.** Do not wait for confirmation from the TASKS office to reserve your room. Once the release date is passed the hotel may not honor the rate.

**IMPORTANT PLEASE READ**

We would like you to understand this is an experiential seminar rather than a traditional lecture type. The seminar includes group interaction, self-disclosure, individual and group feedback. You will be asked to take an intensive, close self-examination of your beliefs, attitudes and behaviors. At times the seminar will seem confrontational and emotional, at other times, joyful and loving. Participants have felt like leaving, especially the first day and a half. It is imperative you realize this and commit to stay for the entire training. This is not the type of training in which you may come late or leave early. You must attend all days of the seminar and be there for the entire time. We recommend you totally focus on the seminar during these days. No phones, beepers or other types of communication devices are allowed in the training. These distract both you and other participants. You will have breaks throughout the seminar. These are short and many times you will have items to work on relating to the seminar. We recommend arriving the night before the seminar begins. If you are flying, we do not recommend scheduling a flight on Sunday before 8:30pm. The seminar will be over before this time, but most people want to stay and visit with new found friends after the seminar. Once we receive your registration, a packet will be sent to you with additional information for the training. General information is posted on the web site - [www.wwasp.com](http://www.wwasp.com).

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

Sincerely,

TASKS Program Office  
PO Box 243

Vanessa Rodgers  
TASKS Enrollment Coordinator

Hurricane, Utah 84737  
435-635-3477 (fax)  
435-635-8355 (Information System)

## **PARENT DISCOVERY GROUND RULES**

- 1. Maintain confidentiality of other student's expressions and experience.**
- 2. Be on time. Be seated by the time the music ends. You must attend the entire training.**
- 3. Use no consciousness altering agents or chemicals in or outside of the training room through the completion of the training unless advised or recommended by a physician. Follow your doctors orders.**
- 4. Remain in the training room except for breaks. In case of a physiological emergency create agreement with the team captain to leave the room. When you return, check in with the team captain.**
- 5. Ask questions, talk or share when acknowledged by the facilitator during designated sharing periods. No side talking.**
- 6. Wear your name tag in a visible location at all times in the training room. Turn in your name tag when so designated.**
- 7. No recording or note taking in the training room, unless otherwise instructed by the facilitator or staff.**
- 8. Do not sit next to someone you knew prior to the training.**
- 9. Do not eat, chew gum, smoke, or drink beverages while in the training room.**
- 10. Complete the training.**
- 11. Follow the instructions of the facilitator and staff.**

# TASKS PROGRAM REGISTRATION FORM

NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

—

CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ ZIP: \_\_\_\_\_

HOME PHONE: \_\_\_\_\_ WORK PHONE: \_\_\_\_\_

FAX#: \_\_\_\_\_ E-MAIL: \_\_\_\_\_

CHILD'S NAME: \_\_\_\_\_

RELATIONSHIP TO CHILD: \_\_\_\_\_

CHILD'S FACILITY: \_\_\_\_\_

GUESTS REFERRED BY: \_\_\_\_\_

SEMINAR: \_\_\_\_\_ LOCATION: \_\_\_\_\_ DATE: \_\_\_\_\_

AMOUNT PAID: \_\_\_\_\_ TYPE OF PAYMENT: \_\_\_\_\_ CASH \_\_\_\_\_ CHECK

(Make checks payable to "TASKS")

Mail all registration forms and payments to:

TASKS Office  
PO Box 243  
Hurricane, Utah 84737  
Fax 435-635-3477

TUITION SCHEDULE:

DISCOVERY No charge for parents, stepparents, grandparents of child in  
the program - Siblings \$200.00  
\$275.00 per person, \$475.00 per couple for all others

FOCUS \$340.00 per person

VISIONS \$365.00 per person, includes both weekends

PLEASE DO NOT FAX YOUR REGISTRATION FORM IF PAYMENT IS DUE.  
FULL PAYMENT IS REQUIRED TO CONFIRM YOUR RESERVATION.  
SPACE IS LIMITED. NON-REFUNDABLE \$50.00 CANCELLATION FEE.  
RESERVATIONS ARE CONFIRMED ON A FIRST COME, FIRST SERVE BASIS.  
\$50.00 FEE CHARGED FOR RETURNED CHECKS

PLEASE PRINT ALL INFORMATION

## INTERNET ACCESS

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

[www.wwasp.com](http://www.wwasp.com)

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

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

### **Special Announcements**

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

### **TASKS Information**

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

### **Picture Updates**

Each facility sends to the World Wide office pictures of various activities and changes happening at the facility. Pictures of students graduating from Seminars and Level Advancement photos are also sent to be posted. Parents are encouraged to check the web site for these pictures. Each facility will be featured with new pictures once a week. You may get a chance to see your teen!

### **Enrollment Information**

Links to various marketing information about World Wide programs are part of the

web site. If you desire to order marketing material or share information with a friend, you can obtain this type of information on the web site.

# ACADEMICS

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

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

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

The academic program is based on a module system. When a student enrolls in a class--Algebra, for instance--he is provided with a module (a module is the equivalent of a chapter) for that class. The student starts with the first module and then completes the assigned work. A teacher is always available to assist. At the end of the module a test is given, and the student must pass the test with a score of 80% or higher. If the test is not passed, the teacher assists the student in evaluating the areas of the test that he did not pass. The student is able to go back and study the specific material he has not yet mastered. He can then take another test for that module. When the module test is passed, the student goes on to the next module. This requirement that a student master each module before progressing to the next module ensures that the student has the foundation of knowledge needed for later, more advanced modules.

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

**Spring Creek Lodge Academic Department**  
**Attn: Sabrina Hermiston**  
**Fax: 406-827-4346**

## **PHYSICAL FITNESS AND RECREATION**

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

## **EMOTIONAL GROWTH AND PERSONAL DEVELOPMENT**

Students participate daily in a tightly-integrated program of emotional growth and personal development courses. Group feedback sessions are one of the most powerful tools in this total program for developing self-awareness. Teens interact with each other in a warm, open, honest environment in which they learn, communicate, and express their feelings. Other vital components of the emotional development program include the use of self-improvement audiotapes; specially designed reading materials; and educational, skill-building videotapes. Our emotional growth courses achieve a high degree of effectiveness because of the number of resources we use to assist teens in learning and growing.

## **LOCATION**

At Spring Creek Lodge, the students live in some of the most beautiful and rugged mountainous country in the West. The weather is very cold and snowy in the winter, and warm and pleasant in the summer. The seasons' changes offer the opportunity for students to gain a personal appreciation of "adjusting to nature". Our setting fosters growth, new perspectives, and a strong appreciation for home and parents.

## **SUPPORT**

Results can best be realized when parents and the Program support each other. Students often try to thwart that support by telling us what terrible parents you are, and by telling you what a bad Program we are. We both need to show support for each other, otherwise it gives the student an excuse for not working the Program. One very important time we can support each other is when your child asks, "when can I come home". If you tell your child a time frame, then your child will focus on putting in "time" rather than focusing on making changes. What we suggest is that you tell your child that he or she will be here until the Staff Team (which you are part of) recommends returning home. This message will create the most amount of incentive to work the Program and make necessary changes. Your support in this way also allows us to be able to outline for your child what needs to be different in order to return home. The other benefit is that it takes pressure off of you. Your letters can be friendly, loving, and encouraging, rather than having to justify and defend why your child is in the Program.

## FAMILY REPRESENTATIVE

One of the key members of our Staff Team is the Family Representative. The main role of the Family Representative is to make sure your child is receiving quality care and effective growth opportunities. The Family Representatives watch out for your child's individual needs and progress in your behalf. The Family Representative is in regular contact with your child and is happy to receive calls from you for the purpose of coordination or to provide you with progress reports. All phone calls to the Family Representative are on a "**first come-first serve**" basis during the Family Representative's scheduled office hours. It should be further clarified that **the responsibility for communication belongs to the parents**. Parents will need to contact the Family Representative during the scheduled office hours; if the Family Representatives do not hear from the parents, they will not be able to contact the parents to give them updates. Any calls from the Family Representative to the parents would be for some special purpose, and would be made on a collect basis. Family Representatives have many duties, including meeting with students and monitoring their progress; therefore Family Representatives only have certain scheduled times that they are in the office to receive phone calls on a first-come first-serve basis. If parents are unable to contact the Family Representative during the scheduled time, they should try calling at the next scheduled time. Family Representatives typically are unable to return phone calls because they are only in the office on certain days, while other days are spent entirely at the Program site. If your child has any complaints or grievances, he registers them with the Family Representative. The Family Representative ensures that they are properly reviewed and that action is taken when needed.

## COMMUNICATION WITH YOUR CHILD

Your child and you may correspond by mail as often as you each desire. Phone calls, as stated in the Enrollment Agreement (see Item #13), are a privilege that your child must earn by attaining Level 3 status. This usually takes 1- 3 months, but is an important and necessary process. Your child will appreciate phone calls to you much more, when your adolescent has to work hard to earn them. Phone calls any earlier in your child's progress would be destructive as the student then becomes more preoccupied with trying to convince parents that he or she should be taken out of the Program rather than focusing on working the Program. Even when phone calls are permitted they are short and not too frequent (once or twice a month). This helps keep the cost down for the parents, as all calls, as stated in the enrollment agreement, are on a collect basis, plus, all phone calls require a substantial amount of effort and logistics to complete. Again, it is critical that your child earn the phone privilege, otherwise we are all short changing progress. **Please do not ask us to make an exception!!!** This is totally unfair to the other students and their parents. You can imagine all of the students asking "why does Tom get to make a phone call and I don't" or "don't my parents want to talk to me on the phone as badly as Tom's parents want to talk to him on the phone". This creates such a problem that we put right in the enrollment agreement (see Item #13) that no phone calls are allowed before the student earns Level 3 and have graduated Focus. Once the student has earned the phone privilege, the student is not allowed to call anyone other than his or her parents unless specific permission is requested by the parents, and granted by the Program.

## VISITS

It is the Program policy that visits do not occur prior to Level 4. Visits are an earned privilege for the students, so we ask for your support in waiting until your child is on Level 4 before arranging for a visit. It is important for your child to earn this privilege. Exceptions to policy negatively affect not only your child's progress, but the other students in the program as well.

The program policy for visitation is as follows:

Levels 1-3: No visitations with student. Parents are welcome to have a guided tour of the facilities.

Level 4: Students are eligible for family day visits.

Level 5: Students are eligible for overnight visits.

Level 6: Students are eligible for overnight and home visits.

This structure follows the guidelines of the program and supports the structure needed for your child's progress. It is important that we set an example by adhering to the rules ourselves. For this reason, we ask that exceptions to this policy not be requested.

### **While visiting your child, we request that you adhere to the following guidelines:**

1. Please do not discuss program issues, dates, ideas, complaints or matters dealing with other students, or parents, while the student is present. This causes problems among the students after the parents leave. We ask that parents remember that although they are excited to see their child, that once they leave, things that are talked about on their visit, can become gossip, and often can be embellished out of proportion. There are some things that are confidential and private between the parents and the program.
2. Off ground visits for students should be with their parents only. The only consideration that would be given to another student to go on an off grounds activity with another parent, is if that student is at least a Level 4 and doing well with in the program. This would also need prior approval from his parents, and the approval of the Director.
3. Please do not distribute letters, gifts, etc. from a student's parents at home. Your visit should be for your child only. To do so would create a very big distraction and disruption to the other student's program.
4. While visiting, parents are to be the only ones driving vehicles. No students are to drive the rental cars.
5. There needs to be constant supervision by the parent of their student, during their visit. Students are not to go off on their own under any circumstances.
6. We request that these visits are limited to no more than a one week time frame.

## MAIL

All mail sent to the students is opened with a staff present, so it is monitored for contraband or inappropriate items. All mail sent out by the student is mailed to the parents; the parent can then disperse it as they see fit.

## PACKAGES

Students will often ask their parents to send them packages. Please do not send them packages unless you check with us first. Some of the items requested may not really be needed or even appropriate. We are always happy to verify the need of any requested item. Even if your child has a legitimate need for some item, it is usually better to let us obtain it and then have your child pay for the item through his incidental fees. Sending a package takes a long time and runs a very strong risk of being lost, stolen, or having items spoiled or damaged. We especially ask that parents do not send snack foods, as this undermines the Level Program. Students may buy items if they are on Level 2 or higher and have not used all their incidental fees for paying their necessary bills, (fines, restitutions, payment for medical needs, purchase of needed items, etc.). If we allowed you to send your child snack foods, they would be able to by-pass the Program as they are not having to pay all of their obligations, be on the right level, and use good budget sense in order to have snack food.

## CLOTHING AND PERSONAL ITEMS

We recommend that personal belongings are kept at a minimum. We specifically caution against the student having costly or valuable items. **WE STRONGLY RECOMMEND THAT SUCH ITEMS BE SENT ONLY IF INSURED AGAINST LOSS OR DAMAGE UNDER YOUR HOMEOWNERS POLICY. *As stated in the Enrollment Agreement (See Item #17), we cannot be responsible for lost, stolen, or damaged items although we make every effort and precaution to see that this does not occur.***

## RELIGION

Religion is an open forum. They have the option to have personal time, with supervision during that time. No specific religion is taught or advocated. This is considered a personal, and individual decision, and respected as such.

## LIVING ARRANGEMENTS

The living and academic facilities are basic log buildings, typical of lodges in a mountain setting. The living arrangements are basic, but fit the norm of the environment. The meals are well-balanced and nutritional, but are not as good as home cooked meals. Due to the ruggedness of the area, contact with certain elements unique to the mountains is frequent. Insects, ticks, wild animals and the like are part of the environment. However, all of these things are the very things that make our Program so impacting and foster such a renewed appreciation for home and parents. Growth and new perspectives tend to result when we get outside of our comfort zones. For these

reasons, we consider the living conditions to be a key component to the overall effectiveness of our Program.

## **MEDICATIONS**

All medications are self administered by the student under the general supervision of a non-medical staff member. Because of the difficulty and logistics involved with medications, it is possible there may be times the Student may not have access to medications for certain periods of time. Because all medication is essentially self-administered, problems or mistakes are possible. For these reasons, the Program accepts no liability (See Enrollment Agreement #14) for problems associated with the dispensing of medication. Parents should also understand that Students who are on prescription medical need ongoing review by a Physician or Psychiatrist every 30 to 90 days. The cost for these reviews are to be determined at the time of service.

## **MEDICAL INTERVENTION**

The Program staff have to make numerous decisions about when to seek medical/dental help for students ranging from small to serious ailments, injuries, or needs. We try to make our decisions taking into consideration a balance between added costs to the parent for medical care, and true medical need of the Student. The staff, like any parent, can miscalculate the timing or need of medical intervention. Such miscalculations can result in the student not getting medical intervention as soon as would be recommended or to avoid complications. The Program staff make these "judgment calls" for and in behalf of the parents. Any such "judgment calls" are subject to human error, especially since many of these judgment calls would have to be made by a non-medical staff. For these reasons, the Program or its staff are not liable for any illness, complications or damages occurring to the Student because of a miscalculated "judgment call" made by the staff in terms of the need or timing of medical intervention for the Student. Furthermore, the Program makes no representation or accepts no liability for the performance of any physician, dentist, clinic, or hospital to which the Student is delivered for medical intervention. (See enrollment agreement Item #15).

## **ILLNESSES AND INJURIES**

Many of the activities in which the student may participate involve some risk. These risks include, but are not limited to such activities as transportation, rafting, kayaking, cross-country skiing, fishing and hiking, and other recreational activities. There is also some inherent risks of illness, including but not limited to illnesses that are contagious; illness connected to food services, etc. There is also risk of earthquakes and other acts of nature, etc. While the Program goes to great lengths to prevent illnesses and accidents, the Program cannot accept any liability for illnesses or injuries or other damages occurring to the student during enrollment (See Enrollment Agreement #18).



## **PREFACE TO THE GRIEVANCE PROCEDURE**

Occasionally students make it difficult for their parents by claiming that they have been treated unfairly or they feel that certain conditions exist at the Program that are not in their best interest. The grievance policy allows students to bring these concerns to the surface and have them properly reviewed by persons not only inside but outside the Program if needed.

Parents at times are pressured by their child to do something about it. If you find yourself being placed in this position, let your child know that you are aware of the grievance policy and encourage them to use it. You may wonder if there is really something to what your child is saying or if your child is manipulating you into a position you are not comfortable with.

Whatever the case, by using the grievance procedure, your child's concerns will be directed to administrative personnel and we are more than willing to send you a copy of the grievance and the findings of the review board.

## **RESIDENT GRIEVANCE POLICY**

### Philosophy

To insure that all residents receive fair and equitable treatment within the policies, and procedures of Spring Creek.

### Policy

If a student feels that he or she has been treated unfairly, he or she may file a grievance by filling out a form and placing it in the grievance/suggestion box or giving it to the Program Director. All grievances are reviewed by a review board consisting of:

Student's Family Representative  
or Program Director  
Supervisory Staff  
Other Staff as needed

### LEVELS OF APPEAL

Review Board

Administrator

Corporate Quality Assurance Manager

All decisions of the hearings will be final unless appealed to the next level of authority.



## BILLING

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

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

If for some reason we have not received your remittance payment within three days after your due date, we will **overnight** a letter to you. We will also enclose a return envelope to use for your payment. A charge of \$30.00 dollars will be billed to your account to cover the cost of the overnight service. This will be far less expensive than the significant daily penalties (see the Cash In-Advance Addendum #1, Criteria #1 in your Enrollment Agreement), that will occur if the payment is not received within five days of the due date.

If we haven't received your payment by the fifth day past the due date, you will automatically be disqualified for the cash in- advance discount. At that time your monthly fees will revert to \$150 per day as explained on page 2 item #5 in the Enrollment Agreement. At that point we will no longer be able to continue our services, and arrangements will have to be made to bring your child home.

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

- 1) Medical, dental, orthodontic, optical, urinalysis, medication, lab work, etc.
- 2) Transportation to or from the Program for any reason
- 3) Clothing
- 4) Hair cuts, etc.
- 5) Postage
- 6) All phone calls from the student or the Program
- 7) Supervision and Transportation costs for special needs or activities that are separate from the regular programs of the Program (i.e. doctor and dental appointments, travel to and from airports); Transportation to Spokane Airport \$200.00-each way..
- 8) Incidental allowance expenditures (\$95 per month). The incidental allowance expenditures include such things as: personal necessities (shampoo, conditioner, toothpaste, paper supplies, etc.), craft projects, fines, and activities (hiking, sightseeing, movies, fishing, snorkeling, etc.).
- 9) All children on medication prescribed by a psychiatrist require additional ongoing Doctor's review, which results in a cost to the parents of \$60.00 per review.
- 10) The Program services do not include any formal individual therapy sessions. Individual therapy sessions, while usually not needed or recommended, can be obtained for \$75.00 per hour.

- 11) Other expenses related to the well being or needs of the student not otherwise provided.

## **INCIDENTAL POLICY**

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

## **LENGTH OF STAY**

**While the contract period is a minimum of one year, the Sponsors should understand the Program has best results when adolescents are in the Program for a year or more, and when they meet the criteria for completing the Program.**

### **Criteria for completing the Program is several fold:**

- A. The student successfully completes each of the TASKS (Teen Accountability, Self Esteem and Key to Success) Seminars. All phases of the Parent/Child Workshops must also be completed.
- B. The student staffs a minimum of four TASKS seminars. Staffing the TASKS seminars provides the student an opportunity to review, reinforce and assimilate the concepts taught in the seminars.
- C. The student successfully completes each of six levels. Each level is earned by hard work in therapy, academics, seminars, physical fitness and the behavior modification program.
- D. The student, to the satisfaction of parents and Family Representative, resolves any and all issues that would impede a successful return to the family and home.
- E. The student maintains level 6 for a minimum of six months. This demonstrates the student's follow through, and that new habits are being formed.
- F. The student completes two successful home visits, the first being shorter in length and later visits more lengthy.
- G. The student has functioned as a youth leader. The Youth Leadership Program is the part of the program that results in the most growth for the student.
- H. The student has successfully completed all criteria of the Internalization Phase.

**ALL OF THESE CRITERIA SHOULD BE MET!!!**

## **YOUTH LEADERSHIP PROGRAM**

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

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

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

## LEVEL PROGRAM

- Level 1:** Students start out in Level 1, students in this level participate in the regular schedule or activities but must be with a staff member at all times.
- Level 2:** Students can advance to Level 2 when they have accumulated 100 Merits. Students can purchase snacks from the Program store Friday during Ed. Video, Saturday during Ed. Video, and Sunday during the Movie.
- Level 3:** Students can advance to Level 3 when they have accumulated 500 Merits, and have successfully completed the TASKS Discovery and Focus Seminars. They must be “voted up” by the Advancement Committee (compiled of students and staff). Level 3 students have all of the Level 2 privileges, plus they may attend two "special" on grounds activities per month. Level 3 students can start calling home as arranged with the Family Representative.
- Level 4:** Students can advance to Level 4 when they have accumulated 1200 Merits and have successfully completed the TASKS Accountability Seminars, and have been approved by the staff and the student council. Level 4 students have all the privileges of Level 1-3, plus two additional "Special" on-grounds activities per month. Level 4 Students may set their own schedule with the exception of Wake up, Meals, Group, Three Fitness Classes, The first and last Academic Periods and Shut down times. Level 4 students have the opportunity as well as the responsibility of participating in the Youth Leadership Program. This requires the Level 4 student to function as a Staff Assistant or Junior Staff for 3 days a week. Level 4 students are eligible for family day visits. Students must always let staff know what they are doing.

During the first three Levels, the student is preparing and moving into “success mode.” The upper levels will take more time, as that is where leadership is developed and internalization occurs. Students on Level 4 or higher are evaluated every week by their Teacher, Shift Leaders, Family Representative, and Therapist (if applicable). The students are evaluated on their school work, Junior Staff duties (an evaluation for each day worked), their weekly progress report (this is written by the student outlining what progress has made and what issues are being worked on, the quality and accuracy of the report is then evaluated by staff), their example to other students (evaluated by staff leader), and by the Family Representative on their overall progress in Group session. Students may receive a rating in each area of either Excellent, Good, Satisfactory, Needs Improvement, or Unsatisfactory. Each rating has a point value: Excellent=2 points, Satisfactory=1 point, Needs Improvement=0 points, Unsatisfactory=-1 points.

Students advance past Level 4 by accumulating Advancement Points. Advancement Points are awarded as follows: If a student receives a total of 12 or more points on any of their weekly evaluations, they are awarded 1 Advancement Point. If a student receives 14 or more points on any of their weekly evaluations, they are awarded 2 Advancement Points. If a student receives 16

or more points on any of their weekly evaluations, they are awarded 3 Advancement Points. Students may receive 1 bonus Advancement Point for each seminar they staff with commendation issued from the Seminar Facilitator.

**Level 5:** Students can advance to Level 5 when they have accumulated 16 Advancement Points and have staffed a minimum of two seminars (one a Focus), with commendation. Level 5 students start over with 0 points and must earn 16 points or more to move to Level 6. Students may apply for Level 6 when they have accumulated 8 points, but are not eligible to attend the Parent/Child 2 Workshop until they have received 8 more points, for a total of 16 points. Level 5 students have all the privileges of Levels 1-4 as well as the responsibility of functioning 3 days a week as a Staff Assistant. Level 5 students have two off-grounds Activities each month. Level 5 students are eligible for overnight visits.

**Level 6:** A student can advance to Level 6 when they have accumulated 32 Advancement Points and have staffed a minimum of 3 seminars (one a Discovery), with a commendation. Level 6 students have all the privileges of Levels 1-5 as well as the responsibility of functioning three days a week as a Staff Assistant. Level 6 students have two additional off-grounds activities each month. Level 6 students are eligible for home visits.

**SITUATIONAL PROBATION:** The staff, with the approval of the Director, may place a student on Level 2-6 on probation in situations where the staff feel the student isn't making an honest effort to maintain the standards expected for their particular status. Probation serves as a notice to the students that they are slipping in their progress or need to make some changes. The student may even lose some or all of their privileges until they are taken off probation whenever the staff and Director approve the student for reinstatement.

Students must receive a total of 9 or more points on their weekly evaluation, or they go on **probation**. If a student receives an unsatisfactory rating in any of the areas, they automatically go on **probation**. If a student receives **probation** two weeks in a row or three or more unsatisfactory ratings in any one week, or a category 2 Rule Violation, they go back to Level 2 and must accumulate 200 Merits and be approved by the staff and student council in order to regain Level 4 status. In order for a student to regain Levels 5 and 6 they must re-earn their advancement points, with respect to the level requirements.

**OBSERVATION PLACEMENT:** A student may be placed on Observation Placement for the following reasons:

- A. The student is considered to be a danger to themselves or others.
- B. The student is considered a security risk.
- C. The student refuses to cooperate with the Program and therefore needs to be removed from the regular program until cooperation can be assured.

## **OBSERVATION PLACEMENT**

Procedure:

1. Student is to be placed away from the group in the Observation room. A staff member is assigned to provide Observation supervision for safety, and care for basic needs. The student is to have no visual or any other contact with other students.
2. Staff should not discuss with the student topics such as weather, stories, sports, fashion, politics, and etc. Any discussion should be about the student's choices. **No** or minimal discussion is preferred.
3. All basic needs should be met such as meals, bathroom, etc. Meals should be eaten in the Observation room. Since the student is unpredictable, he should not have a fork or knife. Therefore, a special diet will be substituted. Students will be allowed one five minute break per hour to use the restroom and stretch. Since the student must be directly supervised at all times, this also includes the use of the bathroom. Transport to the bathroom should be done so there is no contact with the other students.
4. There will be a Category 2 Rule Violation imposed at the time you are put on **Observation Placement**.
5. Before a student may be taken off Observation placement, they must have completed at least ten (10) of the assigned worksheet credits and then be approved by the Team Leader.

## ZERO TOLERANCE POLICY

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

- 9) Endangers students, staff, and the Program
- 10) Distracts and significantly impedes the progress of others
- 11) Destructive to the general environment and positive peer culture
- 12) Consumes staff time and attention, cheating the other students
- 13) Allows negative role models for new or impressionable students
- 14) Influences other students to similarly misbehave or act out

Therefore, any student exhibiting these types of behaviors will be expelled at least temporarily. In such cases, parents have a couple of options:

They may request admission to **Tranquility Bay**, which is another World Wide Association of Specialty Programs facility that has had good success working with these types of behaviors.

**Or**

The student can complete a **28+ day intensive boot camp** that is designed to deal with these types of behaviors after which the student may return to Spring Creek Lodge.

This Boot Camp, *High Impact*, in Baja, California, Mexico, will work with students who are struggling in our Program and then allow the student to possibly return to our Program when they are properly motivated.

We feel this provides a way that the student can temporarily be removed from our Program but have a chance to come back and finish the Program after they have made some adjustments. The good thing is that this Boot Camp is willing to take our students at our tuition rate even though their normal rate is nearly double. This means our students can participate in this Program continuing at the same tuition cost to the parents.

It should be understood that this is a completely separate Program and we cannot assume any liability for this Program or for your child while at this Program. This is not mentioned to create a concern, but to clarify our separation from this Program and to ensure there is not even an implied liability or responsibility for this Program on our part. However, we feel this Program may make a difference with some of our students.

We also feel that this option serves as an effective deterrent for students to avoid these types of behaviors and it allows us to retain our “**zero tolerance policy**” without permanently expelling the student.

Specifically, the following behaviors will result in a temporary expulsion:

- a. Students who are physically aggressive or seriously threaten other students, staff, or property.

- b. Students who require staff to physically restrain them.
- c. Students that require one-on-one observation for longer than 72 hours.
- d. Students who run away.

# LEVEL 4, 5, & 6 - WEEKLY EVALUATION

NAME \_\_\_\_\_

WEEK ENDING \_\_\_\_\_

## SCHOOL

Unsatisfactory (-1) \_\_\_\_\_

Improvement Needed (0) \_\_\_\_\_

Satisfactory (1) \_\_\_\_\_

Excellent (2) \_\_\_\_\_

Points \_\_\_\_\_

## ROOM, BED, AND GROOMING

Unsatisfactory (-1) \_\_\_\_\_

Improvement Needed (0) \_\_\_\_\_

Satisfactory (1) \_\_\_\_\_

Excellent (2) \_\_\_\_\_

Points \_\_\_\_\_

## JUNIOR STAFF DUTIES

### Day #1

Unsatisfactory (-1) \_\_\_\_\_

Improvement Needed (0) \_\_\_\_\_

Satisfactory (1) \_\_\_\_\_

Excellent (2) \_\_\_\_\_

Points \_\_\_\_\_

## WEEKLY PROGRESS REPORT

Unsatisfactory (-1) \_\_\_\_\_

Improvement Needed (0) \_\_\_\_\_

Satisfactory (1) \_\_\_\_\_

Excellent (2) \_\_\_\_\_

Points \_\_\_\_\_

### Day #2

Unsatisfactory (-1) \_\_\_\_\_

Improvement Needed (0) \_\_\_\_\_

Satisfactory (1) \_\_\_\_\_

Excellent (2) \_\_\_\_\_

Points \_\_\_\_\_

## GROUP

Unsatisfactory (-1) \_\_\_\_\_

Improvement Needed (0) \_\_\_\_\_

Satisfactory (1) \_\_\_\_\_

Excellent (2) \_\_\_\_\_

Points \_\_\_\_\_

### Day #3

Unsatisfactory (-1) \_\_\_\_\_

Improvement Needed (0) \_\_\_\_\_

Satisfactory (1) \_\_\_\_\_

Excellent (2) \_\_\_\_\_

Points \_\_\_\_\_

## RULE VIOLATIONS

Unsatisfactory(-1) (5 or more Violations)

Improvement Needed(0) (3-4 Violations)

Satisfactory(1) (1-2 Violations)

Excellent (2) (0 Violations)

Points \_\_\_\_\_

## EXAMPLE TO OTHER STUDENTS

Unsatisfactory (-1) \_\_\_\_\_

Improvement Needed (0) \_\_\_\_\_

Satisfactory (1) \_\_\_\_\_

Excellent (2) \_\_\_\_\_

Points \_\_\_\_\_

**TOTAL POINTS** \_\_\_\_\_

## MERITS

*Reflections* is designed to challenge and motivate the students. To place their energies and attention on their personal growth and individual progress. Merits are earned not just by compliance, but by the students actually demonstrating that they are learning, progressing, and making the necessary changes in their lives. This system requires students to more closely focus on their issues, accountability, and results; thus encouraging their development.

For instance, the Program has resource materials, including professional courses on audio and video tapes, which are a part of *Reflections*. The students earn a portion of their merits by outlining what they have learned from these video and audio tape courses. An example of those courses are as follows:

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

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

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

The student's daily *Reflections Outline* will be as follows:

1. What was the breakfast audio tape today? What did I learn from it?
2. What was the emotional growth video today? What did I learn from it?
3. What was the lunch audio tape today? What did I learn from it?
4. What was the dinner audio tape today? What did I learn from it?
5. What things did you do, realize, gain understanding about, or accomplish today that demonstrates you are making major progress?

Each day the students reflection outline is reviewed and graded by the family representative. On question 1-5 the student will be graded as follows:

- 0 = Unsatisfactory Effort
- 1 = Minimum Effort
- 2 = Good Effort
- 3 = Excellent Effort

Students can earn up to 15 Merits for their Reflection Outline.

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

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

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

Two thirds of a student's merits comes from the *Reflections Outline*. The other third comes from their *academic efforts*. Their academic merits are received from a daily evaluation by their teacher. Academic merits are twofold: the amount of work completed, and their citizenship. Again, this will be graded on the 0, 1, 2, or 3 grading system, with each number equaling the same number of merits.

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

## **BONUS MERITS**

### **POSITIVE ACTION AWARDS:**

Students may also receive up to 7 Merits per week for **Positive Action** Awards. Each Positive Action Award is worth 1 Merit and only one Positive Action Merit may be awarded in any given day. Positive Action Awards may be given by any staff who observes any of the following:

- \* Student volunteers for an extra service or work project
- \* Student shows an act of kindness or unselfishness towards someone other than a close friend
- \* Student through words or actions demonstrates a positive attitude worthy of recognition
- \* Student handles a difficult situation in an appropriate manner
- \* Student completes a responsibility in an exemplary manner. (Going beyond the call of duty)
- \* Student demonstrates a noticeable improvement on an area of concern.

### **GROUP CITIZENSHIP BONUS**

Each student may receive up to 5 Merits each day if their group receives an award.

A group citizen award is given when there is no Category 2, 3, 4, or 5 rule violations by any member of the group during a 24 hour period.

### **LEADER AWARDS**

Students earn 10 merits for each day they serve as a Room Leader, or a "Senior Buddy" for a new student.

### **SEMINAR AWARDS**

Students earn 100 Merits for successfully completing the Discovery Seminar.

Students earn 200 Merits for successfully completing the Focus Seminar. Students earn 50 Merits when they successfully serve as a service buddy in a Discovery or Focus Seminar.

### **ACADEMIC AWARDS**

Students earn 50 merits for each academic credit they complete. Students earn 25 merits for each half credit they complete.

## “SAMPLE” DAILY SCHEDULE

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

## “SAMPLE” SUNDAY SCHEDULE

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

## DAILY SCHEDULE COURSE DESCRIPTION

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

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

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

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

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

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

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

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

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

**Prep-time:** Students prepare for bed and shutdown.

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

**Class:** Jr. High and High School Curriculum completed through an Independent Study Course designed to maximize learning and the earning of credits. Directed by a teacher/tutor.

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

**Language:** A class to learn a foreign language.

**Group:** Group feedback session facilitated by the staff. Students give and get feedback on their problems, progress, and solutions.

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

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

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

## **BASIC RULES OF CONDUCT**

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

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

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

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

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

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

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

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

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

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

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

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

Students are to follow the classroom structure.

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

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

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

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

Students are to be respectful of property. Whether it belongs to them, others, or the Program.

Students are not to deface, mar, misuse or destroy property or personal belongings. This not only applies to intentional actions, but actions stemming from neglect or thoughtlessness. Students are not to borrow belongings of others without permission.

Students are not to manipulate or use others for their own benefit. This includes, lying, cheating, deceiving or playing people off of each other. Students should not ask a staff for a more favorable answer when one staff member has already told them “no”. Students should not say “so and so staff let me do this or that”.

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

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

If a student refuses to follow through on any consequences, they should be given a Refusal (Category 3) and be removed to the Observation Area.

All rule violations are placed in categories ranging from 1-5 with 1 being the most minor violations and 5 being the most major. Each category has a predetermined set of consequences consisting of a combination of immediate consequences along with follow-up consequences. All rule violations are coded by number for easy reference. Category 1 Rule Violations are numbered starting with 101. All Category 2 Violations are numbered starting with 201. All category 3 Rule Violations are numbered starting with 301. And all Category 4 Rule Violations are numbered starting with 401. The first number in the code signifies to what Category of Rule Violation is being referred to. In the case of Category 1 Violations, each general violation is numbered, while the specific incident is signified by a letter. For example, a student receives a violation for **disrupting school**, which is coded as number **111**; under **111**, there are several specific violations: **a.** Not on Task; **b.** Speaking w/o raising hand; **c.** Side talking; **d.** leaving seat w/o permission; **e.** Showing off; **f.** Making unnecessary comments; **g.** Disrespect to teacher; **h.** Not following instructions. These signify specifically how the student disrupted the school class. If the student received the violation for "leaving their seat without permission", this violation would be referred to and coded as **#111-d**. On the next page is a detailed outline of each Category 1 Rule Violation with the corresponding code number and specific letters.

## CATEGORY 1 RULE VIOLATIONS

### 101 Rude Act

- a. Intentionally passing gas\_\_\_\_\_
- b. Burping out loud\_\_\_\_\_
- c. Spitting\_\_\_\_\_
- d. Swearing\_\_\_\_\_

### 102 Rude Manners

- a. Interrupting\_\_\_\_\_
- b. Loud or boisterous\_\_\_\_\_
- c. Crowding in front of\_\_\_\_\_
- d. Interfering with others\_\_\_\_\_
- e. Please\_\_\_\_\_ Thank you\_\_\_\_\_
- Excuse me\_\_\_\_\_
- f. Eating with mouth open\_\_\_\_\_
- Fingers\_\_\_\_\_
- Reaching\_\_\_\_\_

### 103 Disrespect to Staff

- a. Not following staff directions\_\_\_\_\_
- b. Talking back to staff\_\_\_\_\_
- c. Rude to staff\_\_\_\_\_
- d. Arguing with staff\_\_\_\_\_

### 104 Rude Comments

- a. Crude or grotesque remarks\_\_\_\_\_
- b. Rude comments about Program\_\_\_\_\_
- c. Rude comments about parents\_\_\_\_\_
- d. Rude comments about another student\_\_\_\_\_
- e. Rude comments about authority figures\_\_\_\_\_

### 105 Destructive Peer Relations

- a. Unkind words to another student\_\_\_\_\_
- b. Unkind act to another student\_\_\_\_\_
- c. Name calling\_\_\_\_\_
- d. Put downs or belittling\_\_\_\_\_
- e. Harassing another student\_\_\_\_\_
- f. Threatening another student\_\_\_\_\_
- g. Provoking another student\_\_\_\_\_

- h. Calling on another student\_\_\_\_\_
- i. Poor sportsmanship\_\_\_\_\_

### 106 Disrespect of Property

- a. Deface\_\_\_\_\_
- b. Breaking\_\_\_\_\_
- c. Misuse\_\_\_\_\_
- d. Mar\_\_\_\_\_
- e. Neglect\_\_\_\_\_
- f. Destroying\_\_\_\_\_
- g. Littering\_\_\_\_\_
- h. Touching property belonging to others\_\_\_\_\_

### 107 Inappropriate Comments

- a. Talking about drugs\_\_\_\_\_
- b. Talking about drinking\_\_\_\_\_
- c. Talking about sex\_\_\_\_\_
- d. Pushing/shoving\_\_\_\_\_

### 108 Unsatisfactory Effort

- a. School\_\_\_\_\_
- b. Job Assignments\_\_\_\_\_
- c. Fitness\_\_\_\_\_
- d. Personal Growth Course\_\_\_\_\_
- e. Group Activities\_\_\_\_\_

### 109 Unsatisfactory Attitude

- a. Gestures\_\_\_\_\_
- b. Facial Expressions\_\_\_\_\_
- c. Words\_\_\_\_\_
- d. Whining\_\_\_\_\_
- e. Temper Tantrum\_\_\_\_\_

### 110 Late

- a. Late to Class\_\_\_\_\_
- b. Late to Activity\_\_\_\_\_
- c. Late completing assignments\_\_\_\_\_

**111 Disrupting School**

- a. Not on task\_\_\_\_\_
- b. Speaking w/o raising hand\_\_\_\_\_
- c. Side talking\_\_\_\_\_
- d. Leaving seat w/o permission\_\_\_\_\_
- e. Showing off\_\_\_\_\_
- f. Making unnecessary comments\_\_\_\_\_
- g. Disrespect to teacher\_\_\_\_\_
- h. Not following instructions

**112 Unsatisfactory Inspection**

- a. Bed\_\_\_\_\_
- b. Belongings\_\_\_\_\_
- c. Room\_\_\_\_\_
- d. Grooming/hygiene\_\_\_\_\_

**113 Manipulation**

- a. Lying or exaggerating things  
to parents or staff for manipulative  
purposes\_\_\_\_\_
- b. Trying to get permission from one staff  
when another staff already said “no”\_\_\_\_\_
- c. Telling a staff member that another staff  
“lets me do it”\_\_\_\_\_

**114 Horse Play**

- a. Wrestling\_\_\_\_\_
- b. Tackling\_\_\_\_\_
- c. Shadow boxing\_\_\_\_\_
- d. Pushing/shoving\_\_\_\_\_
- e. Water fights\_\_\_\_\_
- f. Throwing objects\_\_\_\_\_
- g. Play Karate\_\_\_\_\_

**115 Dishonesty**

- a. Lying about ones behavior\_\_\_\_\_
- b. Lying about another’s behavior\_\_\_\_\_
- c. Deceiving for ones benefit\_\_\_\_\_

For A listing of the consequences and Category 2-4 Rule Violations, see the following page.

## RULE VIOLATIONS AND CONSEQUENCES

CATEGORY OF RULE VIOLATION	REGULAR CONSEQUENCES	SELF CORRECTION
<b>Category 1:</b> 101 Rude Act 102 Rude Manners 103 Disrespect to Staff 104 Rude Comments 105 Destructive Peer Relations 106 Disrespect of Property 107 Inappropriate Comments 108 Unsatisfactory Effort 109 Unsatisfactory Attitude 110 Late 111 Disrupting School 112 Unsatisfactory Inspection 113 Manipulation 114 Horseplay 115 Dishonesty	\$0.50 Fine 4 Demerits	\$0.25 Fine 1 Demerits
<b>Category 2:</b> 201 Trend 202 Major Rude Act 203 Major Horseplay 204 Shutdown Violation 205 Petty Theft 206 Violation of Visit 207 Insubordination 208 Major Mischief 209 Defacing (Restitution) 210 School/Activity Removal 211 Out of Area 212 Blatant Rule Violation 213 Negative Attitude- Major 214 Not Following Directions 215 Runaway Talk 216 Major Dishonesty 217 Academic Deficiency	\$4.00 Fine 80 Demerits 20 Study Hall Points	\$2.00 Fine 50 Demerits 15 Study Hall Points
<b>Category 3:</b> 301 Study Hall Removal 302 Refusal 303 Theft 304 Vandalism-Restitution 305 Physical Intimidation 306 Fighting 307 Tattooing/Piercing 308 Cheating/School	\$12.00 Fine Loss of 3 Levels 50 Study Hall Points	\$6.00 Fine Loss of 2 Levels 30 Study Hall Points

<b>Category 4:</b> 401 Tobacco 402 Alcohol/Drugs 403 Run away plans 404 Disruptive Removal 405 Serious Misconduct	\$25.00 Fine 80 Study Hall Points Move to Level 1 with Zero Merits	\$12.50 Fine 60 Study Hall Points Move to level 1 with Zero Merits
<b>Category 5:</b> 501 Run Away 502 Out of Control 503 Self Inflicted Injury	\$50.00 Fine 100 Study Hall Points Move to Level 1 with Zero Merits	\$25.00 Fine 80 Study Hall Points Move to level 1 with Zero Merits

## **Category 2 - Trend:**

If within any week (Monday through Sunday), a student receives ten or more demerits through Category 1 Rule Violations they will receive a Category 2 Trend. If a student receives ten additional demerits (through Category 1 Rule Violations), they would receive another Category 2 Trend. Ten more demerits would result in yet another Category 2 Trend and so on. Every Monday each student starts out with a clean slate.

**Academic Deficiency Trend:** Teachers evaluate student's work daily. If they determine that the student has not completed a satisfactory amount of academic work that day, the teacher gives a warning "Pink Slip." If the student receives two Pink Slips in one week, they get a Category 2 - "Academic Deficiency Trend."

## **Self Correction:**

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

## **Study Hall Points:**

Students obtain study hall points each day during 6 two-hour sessions of study hall. Academic work or special worksheets are completed in study hall with a ten to fifteen minute break within every two-hour session. During each session, students can earn 3, 2, 1, or 0 points, based on how much academic work they have completed. Three times per day, students have Fitness. They may also earn 3, 2, 1, or 0 points for each session of fitness, depending on their participation. In addition to academic work and fitness, students may also receive up to 8 points every two-hour session for good behavior, if they do not receive any structure violations. The structure includes staying in the assigned study space without talking, distracting others, or being distracted. If a student violates this structure, he loses two points. If he violates it again, he loses an additional two points. A third violation results in the loss of an additional two points. A fourth violation would then result in zero points for that particular session, and the student would be put on *Notice* that any further violations would result in the student receiving a Category 3 "Study Hall Removal." A fifth violation would then result in the student receiving a Category 3 "Study Hall Removal," for refusing to cooperate with the study hall structure, and the student may even be placed one on one with a staff member or placed on Room Restriction until they are willing to participate appropriately in the study hall process.

## **Loss of Levels:**

When a student receives a loss of levels, they go back to the appropriate level with the minimum amount of merits for that level. For example, if a student on level 5 loses two levels they would go back to level 3 with 500 merits, which is the minimum amount of merits for Level 3. The lowest the student may be moved to, is Level 1 with zero merits. For example, if a student is on Level 2 and loses 3 Levels the student would move back to Level 1 with Zero Merits.

## SELF-CORRECTION FORM

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

*I am taking responsibility for the following rule violation:*

---

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**CODE** \_\_\_\_\_

*I will make the following correction in the future:*

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\_\_\_\_\_  
*Student Signature*

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## SELF-CORRECTION FORM

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

*I am taking responsibility for the following rule violation:*

---

---

---

---

---

**CODE** \_\_\_\_\_

*I will make the following correction in the future:*

---

---

---

---

---

---

*Student Signature*

## STAFF-CORRECTION FORM

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

***Rule Violation:***

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**CODE**

\_\_\_\_\_  
*Staff Signature*

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## STAFF-CORRECTION FORM

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

***Rule Violation:***

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**CODE**



**FINES THIS WEEK:** \_\_\_\_\_

**TOTAL DEMERITS THIS WEEK:** \_\_\_\_\_

## **INTERNALIZATION PROGRAM**

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

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

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

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

### **SCHOOL**

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

### **GROUPS AND MEETINGS**

The students will have one group feedback session per day (M-F). The group session will focus on issues relative to the student returning home. Students who could benefit from AA or NA meetings will attend regular meetings under staff supervision.

## ACTIVITIES

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

The benefits that the Internalization Phase offers are invaluable. Internalization also allows for a "clearing" up of all Academic Credits, so that the student at the time he leaves the program will have an updated transcript that can be forwarded to future schools or colleges. It also qualifies the student and family to be eligible to attend all follow-up Parent/Child Workshops after the student has returned home. This provides an ongoing benefit and help to the student and family.

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

# Program Completion Checklist

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

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

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

New Journey Home \_\_\_\_\_/ \_\_\_\_\_/ \_\_\_\_\_

Parent Child Two \_\_\_\_\_/ \_\_\_\_\_/ \_\_\_\_\_

Finish Home Contract \_\_\_\_\_/ \_\_\_\_\_/ \_\_\_\_\_

Level Six \_\_\_\_\_/ \_\_\_\_\_/ \_\_\_\_\_

Staff Discovery \_\_\_\_\_/ \_\_\_\_\_/ \_\_\_\_\_

Staff Two Day \_\_\_\_\_/ \_\_\_\_\_/ \_\_\_\_\_

First Home Pass \_\_\_\_\_/ \_\_\_\_\_/ \_\_\_\_\_

Internalization \_\_\_\_\_/ \_\_\_\_\_/ \_\_\_\_\_

PCI \_\_\_\_\_/ \_\_\_\_\_/ \_\_\_\_\_

Level 5 \_\_\_\_\_/ \_\_\_\_\_/ \_\_\_\_\_

Staff Focus \_\_\_\_\_/ \_\_\_\_\_/ \_\_\_\_\_

Staff Two Day \_\_\_\_\_/ \_\_\_\_\_/ \_\_\_\_\_

Keys to Success \_\_\_\_\_/ \_\_\_\_\_/ \_\_\_\_\_

Level 4 (Jr. Staff) \_\_\_\_\_/ \_\_\_\_\_/ \_\_\_\_\_

Accountability \_\_\_\_\_/ \_\_\_\_\_/ \_\_\_\_\_

Level 3 \_\_\_\_\_/ \_\_\_\_\_/ \_\_\_\_\_

Focus \_\_\_\_\_/ \_\_\_\_\_/ \_\_\_\_\_

Discovery \_\_\_\_\_/ \_\_\_\_\_/ \_\_\_\_\_

Level 2 \_\_\_\_\_/ \_\_\_\_\_/ \_\_\_\_\_

Entry Date \_\_\_\_\_/ \_\_\_\_\_/ \_\_\_\_\_

**\*This sheet must accompany all students to PC1.**

## **Adult Program Completion Checklist**

Facility Staffing \_\_\_\_/\_\_\_\_/\_\_\_\_

Visions Staffing \_\_\_\_/\_\_\_\_/\_\_\_\_

Focus Staffing \_\_\_\_/\_\_\_\_/\_\_\_\_

Parent-Child II \_\_\_\_/\_\_\_\_/\_\_\_\_

Continued Support Group \_\_\_\_/\_\_\_\_/\_\_\_\_

Home Visit \_\_\_\_/\_\_\_\_/\_\_\_\_

Home Contract Review \_\_\_\_/\_\_\_\_/\_\_\_\_

Parent-Child I \_\_\_\_/\_\_\_\_/\_\_\_\_

Parent Weekend \_\_\_\_/\_\_\_\_/\_\_\_\_

Discovery Staffing \_\_\_\_/\_\_\_\_/\_\_\_\_

Visions \_\_\_\_/\_\_\_\_/\_\_\_\_

Focus \_\_\_\_/\_\_\_\_/\_\_\_\_

Discovery \_\_\_\_/\_\_\_\_/\_\_\_\_

Support Group Attendance \_\_\_\_/\_\_\_\_/\_\_\_\_

Entry Date \_\_\_\_/\_\_\_\_/\_\_\_\_