

4-29-96



Paradise Cove

Dear Parents:

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 and a general overview of the Program. Also included is information about the following:

1. Case Manager
2. Communication with the Program
3. Support
4. Communication with your Son
5. Visits
6. Mail
7. Packages
8. Clothing and Personal Items
9. Medical Intervention
10. Billing
11. Length of Stay
12. Youth Leadership Program
13. Daily Schedule
14. Course Descriptions
15. Level Program
16. Merit Program
17. Basic Rules of Conduct
18. Rule Violations and Consequences
19. Transition Program
20. Enrollment Agreement

The Paradise Cove Staff in Western Samoa will be happy to answer any questions or concerns you may have while your son is in the Program. If at any time you have questions or concerns that have not been answered to your satisfaction, please feel free to contact me at (801) 652-1527. 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,

MINDI BEE
Administrative Coordinator

A Place for Change
P.O. Box 2137 • St. George, Utah 84771

Dear Parents:

Let me introduce myself. My name is Brian Vaifanua. I started working with teens seven years ago at Cross Creek Manor, La Verkin, Utah. After serving as the Cross Creek Manor Assistant Director for a number of years, I accepted a position working with boys in a Program operated by the State of Utah. I then accepted the position of Director of Paradise Cove in May of 1994. 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 son's success. Let me outline what you can expect over the next few months.

When your son first comes to Paradise Cove, there is usually a "honeymoon" period. The scenery is beautiful and the beaches are fantastic. However, when your son sees that the Program has high attitude/behavior expectations, a firm set of rules and an insistence that your son makes 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 boys 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"
- "This place is totally unsanitary, it has cockroaches and rats"
- "No one cares about me, the staff do whatever they want to me"
- "I'm treated like a prisoner"
- "You can't believe the staff, they will say anything to keep me here"
- "The boys here are a totally bad influence on me, you should hear what they talk about"

Anger Phase - This is typified by statements like:

- "If you ever want to see me again, you had better get me out of here"
- "You'll wish you had never done this to me"
- "I don't want to be your son 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 him 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, but 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 him. Let's work together to that end!

Sincerely,

BRIAN VAIFANUA
Director

MAILING ADDRESS:
C/O Brian Vaifanua
P.O. Box 237
Apia, W. Samoa

PHONE: 011 685 26404
FAX: 011 685 26923

PROGRAM OVERVIEW

Paradise Cove is an effective program for boys ages 12 through 17. These boys 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 son'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 Paradise Cove 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 boy 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 boy to earn his 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 boy advances in the program, he is given additional opportunities to make personal choices. The program becomes a testing ground to ascertain each boy's level of commitment toward changing past negative behavior.

SEMINARS

All students participate in a series of highly effective seminars and workshops called **TASKS** (Teen Accountability Self-esteem, and Keys to Success). These seminars were developed specifically for Paradise Cove 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, therapeutic, and experiential activities that give teens an opportunity to evaluate the negative results of their past choices and begin making effective new choices.

After completion of the various seminars and workshops, 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 and workshops:

TEEN DISCOVERY (3 Days):

A three day seminar addressing such issues as accountability, integrity, choice, cooperation, trust, anger, and honesty. This first seminar is usually attended by your child within 2-6 weeks after entering the program. This seminar requires the teen to deal directly and honestly with their issues and accountability. For this reason, not all teens entering this seminar will complete it. If you child does not complete this or any seminar, they will need to attend the seminar again. The child must have a program recommendation to re-enter the seminar. This simply means the child has shown some degree of desire to participate in the program.

TEEN FOCUS (3 Days):

A three day seminar centering on critical life experiences and self-limiting beliefs that have created 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. However, your child will require a program recommendation to attend this seminar. This recommendation is based upon demonstrating a high level of commitment to the program.

TEEN VISION WORKSHOPS (8 Workshops - 1/2 Day each):

Upon completion of the Focus seminar, your child will have a monthly opportunity to attend a series of specific skill building workshops. These workshops center on topics begun in the Discovery and Focus seminars. Workshop topics include communication, home contracts, friends, family unity, personal power, direction &

goals, personal appearance, and dating relationships. In each workshop your child will set specific goals to accomplish before the next workshop. These goals are tracked by the TASKS staff.

TEEN SERVICE:

Upon completion of Teen Focus and the achievement of level 3, your child will be allowed to serve in the Teen Discovery and Focus Seminars as peer leaders. This is 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 a new student participating in the seminar. This leadership opportunity is critical in the development of a solid sense of self. One of the major issues your child will be dealing with upon returning home is his peer group. This is the part of the overall program in which we will assist your child in forming boundaries and confidence to stand firm rather than to "follow the group."

PARENT SEMINAR (4 Days):

While your child is in the program, parents will be invited to participate in a four day **Parent Seminar**. The Parent Seminar is similar to the Discovery Seminar attended by the teens. Additional time is spent in acquiring an understanding of the program and necessary steps to ensure success for the family. This seminar forms the bases for the parent and child to work together in additional TASKS seminars. A program representative will invite you to the Parent Seminar shortly after your child enters the program. The Parent Seminar is offered in various location around the country. Please note: Parent Child seminars are not open to the family unless the parents have completed the Parent Discovery.

PARENT-CHILD SEMINARS (3 Seminars - 3 Days each):

There are three Parent-Child seminars designed to assist families in a successful integration of the child back into the home. However, to attend these seminars, the parents must first attend a Parent Seminar to insure the development of a strong support system for the child. The three Parent-Child Seminars are as follows:

PARENT CHILD I (3 Days):

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

- 1) Parents completed Parent Seminar
- 2) Child has obtained level 5
- 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 2-3 months of returning home. This is a critical seminar in which you and your child will begin the process on reintegrating the family. This is an opportunity to spend 3 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 seminars are held in the St. George, Utah area.

Once you and your child have completed Parent Child I, your son will enter a transition home in the Southern Utah area. This transition period is typically 2 months. During this period, you will have greater access to your son 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 any educational requirements for school, and set the foundation for return of your son into the family.

PARENT CHILD II (3 Days):

Once you and your child have completed the necessary steps developed in Parent-Child I seminar, you will attend the Parent Child II seminar. To attend this seminar, your child must be ready to leave the program on a trial basis. The seminar will address final issues on going home. The Parent Child II seminar will be schedule based upon the status on the child. Typically, you will attend the Parent Child II seminar about 2 months after Parent Child I. However, do not consider this timing as an absolute. Depending upon results in Parent Child I, the follow up steps, and your sense of your child, this time may vary. After attending Parent Child II, you will take your child home on trial basis. Hopefully this will be permanent, however, it is best to set this up as a trial basis in your child's mind. Let the determining factor be the results your family has created by the time you return to Parent Child III.

PARENT CHILD III (3 Days):

Once your have been home for 2 months, you will attend Parent Child III. This is our on-going follow up program. This seminar is to focus on the results you have created as a family since your child has returned home. It is your "tune up" or "10,000 mile" check up. While much has been done to prepare for a successful return home, the real test will be this time living together as a family. The program through this seminar provides an opportunity to return to a structured environment to solve problems and celebrate success. Your family may repeat this seminar as often as you desire. It is designed to assist the family to move forward.

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 that we as parents understand the process and allow our child enough time to complete all of these necessary steps.

ACADEMICS

The academic system used by Paradise Cove 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 Paradise Cove 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 him. 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.

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 Paradise Cove. 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.

CASE MANAGER

One of the key members of our Staff Team is the Case Manager. The main role of the Case Manager is to make sure your son is receiving quality care and effective growth opportunities. The Case Managers watch out for your son's individual needs and progress in your behalf. The Case Manager is in contact with your son just about every day (Monday through Friday). The Case Manager attends most of your son's group sessions as well as any staff team meetings concerning your son. If your son has any complaints or grievances, he registers them with the Case Manager. The Case Manager ensures that they are properly reviewed and that action is taken when needed.

Your Case Manager is the person who coordinates: telephone calls, family visits to the Facility, boys' visits home, completion of the Program, and any special needs. She also will report general updates on Academics, Behavior Modification, Residential Living, and Medical/Dental needs. She will conduct personal interviews and coordinate any necessary paperwork.

COMMUNICATION WITH THE PROGRAM

Parents may call their Case Manager at pre-set times (see item #11 of the Enrollment Agreement) to receive routine reports from the Program. These verbal reports outline their son's current status including level, the number of merits they have earned, number of demerits they have received with a description as to why, current academic course of study with the number of chapters completed and the number of chapters that still need to be completed, and a progress report written from the student that outlines what they feel they have learned, what progress they have made, and what issues they have been working on.

SUPPORT

Results can best be realized when parents and the Program support each other. Students often try to thwart that support by telling us what terrible parents you are, and by telling you what a bad Program we are. We both need to show support for each other, otherwise it gives the student an excuse for not working in the Program.

One very important time we can support each other is when your son asks when he can come home. If you tell him a time frame, then he will focus on putting in "his time" rather than focusing on making changes. What we suggest is that you tell your son that he will be here until the Staff Team (which you are part of) recommends that he return 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 him what he needs to do differently 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 he is in the Program.

COMMUNICATION WITH YOUR SON

Your son and you may correspond by mail as often as you each desire. Phone calls, as stated in the Enrollment Agreement (see Item #10), are a privilege that your son must earn by attaining Level 3 status. This usually takes 1 - 3 months, but is an important and necessary process. Your son will appreciate his phone calls to you much more, when he has to work hard to earn them. Phone calls any earlier in his progress would be destructive as the student then becomes more preoccupied with trying to convince his parents that he 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 contract, 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 son earn the phone privilege, otherwise we are all short changing his progress. Please do not ask us to make an exception!!! This is totally unfair to the other students and their parents. 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 #10) that no phone calls are allowed before the student earns Level 3. Once the student has earned the phone privilege, the student is not allowed to call anyone other than his parents unless specific permission is requested by the parents, and granted by the Program.

VISITS

Once your son reaches Level 4, he is eligible for visits. 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 a visit. It is important for your son to earn this privilege. It is also important that we set an example by adhering to the rules ourselves. For this reason, we ask that you refrain from requesting any exceptions, as it negatively affects not only your child's progress, but the other students' in the program. Visitors other than parents must be approved by the parents and the Case Manager, who, together, will determine the structure of the visit.

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. The mail does take about two weeks to be delivered, and this should be kept in mind when sending or receiving mail.

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 son has a legitimate need for some item, it is usually better to let us obtain it and then have your son pay for the item through his allowance. 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 and the allowance system. Students may buy items if they are on Level 2 or higher and have allowance money left over after paying their necessary bills, (fines, restitutions, payment for medical needs, purchase of needed items, etc.). If we allowed you to send your son 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

Students wear lava lavas which minimizes the need for any additional clothing. We also recommend that personal belongings are kept at a minimum. We specifically caution against the student having costly or valuable items. WE STRONGLY RECOMMEND THAT SUCH ITEMS BE SENT ONLY IF INSURED AGAINST LOSS OR DAMAGE UNDER YOUR HOMEOWNERS POLICY. As stated in the Enrollment Agreement (See Item #16), we cannot be responsible for lost, stolen, or damaged items although we make every effort and precaution to see that this does not occur.

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 #14).

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*, if upon receipt you return it immediately.

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 \$100 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.

*See the Cash In-Advance Addendum #1, Criteria #1 in your Enrollment Agreement.

LENGTH OF STAY

While the contract period is a minimum of three months, the Sponsors should understand the Program has best results when boys 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 four phases of the TASKS Seminars should 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 his parents and case managers, has resolved 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 has functioned as a student leader for a minimum of eight months. The student leadership program is the part of the program that results in the most growth for the student.

ALL OF THESE CRITERIA SHOULD BE MET!!!

YOUTH LEADERSHIP PROGRAM

The most beneficial part of the Program is when your son is able to participate in the Youth Leadership Program. This occurs when your son reaches Level 4 status. Level 4 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 us adults did not really appreciate our parents until we became parents ourselves. 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 their own past negative behavior and why it didn't work for them.
6. There isn't a better way to learn to be responsible than by having responsibility, this experience places a lot of responsibility upon the student.
7. The student feels needed and valued.
8. The student learns how to work with others and how to serve and contribute to the success of others.
9. The student's self esteem and outlook is improved.

Again, the Student Leadership Program is the part of the Program that has the most amount of growth opportunities for your son. 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 son 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 son, we recommend, whenever possible, that your son stay in the Program long enough to function as a Youth Leader for 6 - 8 months. Best results can be realized when this happens.

WEEKDAY SCHEDULE, GROUPS 1-5

	1	2	3	4	5
8:00	Sports	Class	Class	Fitness	Class
8:30	Reading	Class	Class	Tape	Class
9:00	Class	Sports	Reading	Class	Group
9:30	Class	Exercise	Fitness	Class	Sports
10:00	Tape	Class	Class	Sports	Class
10:30	Exercise	Class	Class	Reading	Class
11:00	Class	Fitness	Lunch	Class	Lunch
11:30	Fitness	Lunch	Lunch	Class	Lunch
12:00	Class	Lunch	Sports	Fitness	Class
12:30	Lunch	Class	Class	Lunch	Fitness
1:00	Lunch	Class	Class	Lunch	Class
1:30	Class	Sports	Group	Class	Tape
2:00	Class	Group	Fitness	Class	Sports
2:30	Sports	Class	Class	Group	Class
3:00	Group	Class	Class	Exercise	Class
3:30	Class	Tape	Exercise	Class	Fitness
4:00	Class	Fitness	Dinner	Class	Dinner
4:30	Fitness	Dinner	Dinner	Dinner	Dinner
5:00	Dinner	Dinner	Sports	Dinner	Exercise
5:30	Dinner	Reading	Spelling	Sports	Spelling
6:00	Spelling	Spelling	Tape	Spelling	Reading
6:30	Music	Music	Music	Music	Music
7:00	Samoan	Samoan	Samoan	Samoan	Samoan
7:30	Ed. Video	Ed. Video	Ed. Video	Ed. Video	Ed. Video
8:00	Ed. Video	Ed. Video	Ed. Video	Ed. Video	Ed. Video

WEEKDAY SCHEDULE, GROUPS 6-10

	6	7	8	9	10
8:00	Tape	Class	Group	Exercise	Class
8:30	Sports	Class	Fitness	Group	Class
9:00	Class	Fitness	Class	Class	Exercise
9:30	Class	Group	Class	Class	Tape
10:00	Group	Class	Exercise	Fitness	Class
10:30	Fitness	Class	Sports	Tape	Class
11:00	Class	Lunch	Class	Class	Sports
11:30	Class	Lunch	Class	Sports	Lunch
12:00	Lunch	Class	Lunch	Class	Lunch
12:30	Lunch	Sports	Lunch	Lunch	Class
1:00	Sports	Class	Fitness	Lunch	Class
1:30	Class	Reading	Class	Class	Fitness
2:00	Class	Exercise	Class	Class	Reading
2:30	Reading	Class	Tape	Fitness	Class
3:00	Fitness	Class	Sports	Reading	Class
3:30	Class	Sports	Class	Class	Group
4:00	Class	Dinner	Class	Class	Sports
4:30	Dinner	Dinner	Dinner	Sports	Dinner
5:00	Dinner	Fitness	Dinner	Dinner	Dinner
5:30	Exercise	Tape	Spelling	Dinner	Fitness
6:00	Spelling	Spelling	Samoan	Spelling	Spelling
6:30	Music	Music	Music	Music	Music
7:00	Samoan	Samoan	Reading	Samoan	Samoan
7:30	Ed. Video	Ed. Video	Ed. Video	Ed. Video	Ed. Video
8:00	Ed. Video	Ed. Video	Ed. Video	Ed. Video	Ed. Video

WEEKEND SCHEDULE, GROUPS 1-5

	1	2	3	4	5
8:00	Sports	Ed. Video	Ed. Video	Fitness	Ed. Video
8:30	Reading	Ed. Video	Ed. Video	Tape	Ed. Video
9:00	Ed. Video	Sports	Reading	Ed. Video	Reading
9:30	Ed. Video	Exercise	Fitness	Ed. Video	Sports
10:00	Tape	Spelling	Music	Sports	Prog. Report
10:30	Exercise	Samoan	Samoan	Reading	Prog. Report
11:00	Spelling	Fitness	Lunch	Spelling	Lunch
11:30	Fitness	Lunch	Lunch	Music	Lunch
12:00	Samoan	Lunch	Sports	Fitness	Music
12:30	Lunch	Leisure Ed.	Tape	Lunch	Fitness
1:00	Lunch	Leisure Ed.	Leisure Ed.	Lunch	Samoan
1:30	Leisure Ed.	Sports	Leisure Ed.	Leisure Ed.	Tape
2:00	Leisure Ed.	Music	Fitness	Leisure Ed.	Sports
2:30	Sports	Prog. Report	Prog. Report	Samoan	Leisure Ed.
3:00	Music	Prog. Report	Prog. Report	Exercise	Leisure Ed.
3:30	Prog. Report	Tape	Exercise	Prog. Report	Fitness
4:00	Prog. Report	Fitness	Dinner	Prog. Report	Dinner
4:30	Fitness	Dinner	Dinner	Dinner	Dinner
5:00	Dinner	Dinner	Sports	Dinner	Exercise
5:30	Dinner	Reading	Spelling	Sports	Spelling
6:00	Movie	Movie	Movie	Movie	Movie
6:30	Movie	Movie	Movie	Movie	Movie
7:00	Movie	Movie	Movie	Movie	Movie
7:30	Movie	Movie	Movie	Movie	Movie
8:00	Movie	Movie	Movie	Movie	Movie

WEEKEND SCHEDULE, GROUPS 6-10

	6	7	8	9	10
8:00	Tape	Ed. Video	Reading	Exercise	Ed. Video
8:30	Sports	Ed. Video	Fitness	Spelling	Ed. Video
9:00	Ed. Video	Fitness	Ed. Video	Ed. Video	Exercise
9:30	Ed. Video	Samoan	Ed. Video	Ed. Video	Tape
10:00	Spelling	Prog. Report	Exercise	Fitness	Spelling
10:30	Fitness	Prog. Report	Sports	Tape	Samoan
11:00	Samoan	Lunch	Spelling	Samoan	Sports
11:30	Music	Lunch	Samoan	Sports	Lunch
12:00	Lunch	Spelling	Lunch	Music	Lunch
12:30	Lunch	Sports	Lunch	Lunch	Leisure Ed.
1:00	Sports	Music	Fitness	Lunch	Leisure Ed.
1:30	Leisure Ed.	Reading	Leisure Ed.	Leisure Ed.	Fitness
2:00	Leisure Ed.	Exercise	Leisure Ed.	Leisure Ed.	Reading
2:30	Reading	Leisure Ed.	Tape	Fitness	Prog. Report
3:00	Fitness	Leisure Ed.	Sports	Reading	Prog. Report
3:30	Prog. Report	Sports	Prog. Report	Prog. Report	Music
4:00	Prog. Report	Dinner	Prog. Report	Prog. Report	Sports
4:30	Dinner	Dinner	Dinner	Sports	Dinner
5:00	Dinner	Fitness	Dinner	Dinner	Dinner
5:30	Exercise	Tape	Music	Dinner	Fitness
6:00	Movie	Movie	Movie	Movie	Movie
6:30	Movie	Movie	Movie	Movie	Movie
7:00	Movie	Movie	Movie	Movie	Movie
7:30	Movie	Movie	Movie	Movie	Movie
8:00	Movie	Movie	Movie	Movie	Movie

DAILY SCHEDULE COURSE DESCRIPTION

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

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

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

Water Sports: Swimming, snorkeling, and other water or beach activities.

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 what games they want to, if approved by the staff, or do art and crafts projects. Level 2 and above students may fish, swim, or do other beach activities with approval of staff.

Work Project: Daily Work Project 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.

Reading: Group reading of condensed versions of classic books and stories.

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.

Exercise: 30 minutes of calisthenics

Fitness: 30 minutes of walking

Sports: Volleyball, Basketball, Rugby, etc.

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 swim, read, write letters, talk, play cards, or enjoy the sun.

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

Samoan: Students learn several Samoan words each day; students learn the words as well as how they are used.

Progress Report: Students write down an assessment of the progress they are making; their weekly progress report.

Drug-Video: Educational and motivational videos concerning addictions and the process to overcome them.

LEVEL PROGRAM

Level 1: Students start out in Level 1, students in this level participate in the regular schedule of 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 and have been approved by the staff and student council. Level 2 students may participate in a special on-grounds activity each week.

Level 3: Students can advance to Level 3 when they have accumulated 500 Merits, have successfully completed the TASKS Discovery Seminar, and have been approved by the staff and the student council. Level 3 students have all of the Level 2 privileges, plus they may attend one off-grounds activity every month. Level 3 students can start calling home as arranged with the Director.

Level 4: Students can advance to Level 4 when they have accumulated 1000 Merits and have successfully completed the TASKS Focus Seminar, and have been approved by the staff and the student council. Level 4 students have all the privileges of Levels 1-3, plus may set their own schedule with the exception of Wake up, Meals, Group, Three Fitness Classes, Samoan Class, The First Academic Period, 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 have two off-grounds activities every month and are eligible for family visits.

Students on Level 4 or higher are evaluated every week by their Teacher, Shift Leaders, and Case Manager. The students are evaluated on their school work, Junior Staff duties (there is an evaluation for each day worked), their weekly progress report (this is written by the student, outlining what progress they have made and what issues are they working on, the quality and accuracy of the report is then evaluated by the staff) their example to other students (there is an evaluation by the leader of each of the two shifts), and by the Case Manager on their overall progress in Group Therapy. 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 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. Levels 5 and 6 may not return higher than Level 4.

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 successfully serve as a service buddy in a discovery or Focus Seminar.

Level 5: A student can advance to Level 5 when they have accumulated 10 Advancement 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 three off-grounds activities each month.

Level 6: A student can advance to Level 6 when they have accumulated 20 Advancement Points. Level 6 students have all the privileges of Levels 1-5 as well as the responsibility of functioning 3 days a week as a Staff Assistant. Level 6 have four off-grounds activities each month.

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

OBSERVATION STATUS

A student may be placed on Observation Status for the following reasons.

- The student is considered to be a danger to himself or others.
- 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 his cooperation can be assured.

Procedure:

1. Student is to be placed away from the group in the Observation room. A staff member is assigned to provide Observation supervision, 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 discussions 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. 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. Before a student may be taken off Observation status, they must be approved by the Shift Leader.

MERIT PROGRAM

1 Merit may be earned each day when the student takes excellent care of her **bed, room, clothing, and personal belongings**. This means his bed, room and belongings are neat, orderly, clean and ready for inspection (7 possible per week).

1 Merit may be earned each day for proper **grooming, dress, and hygiene**. This means the students hair is combed, his clothes clean (not ragged or sloppy), his teeth brushed, and a general appearance that shows an interest in care, and effort in dress, grooming, and hygiene. (7 possible per week)

1 Merit may be earned each day for excellent completion of the students daily chore or **job** assignment (7 possible per week).

1 Merit may be earned for excellent participation in each of the three **fitness** sessions per day (21 possible per week).

Up to 2 Merits may be earned each day (Monday - Friday) by participation in **Group feedback**. One Merit is given for excellent participation and two merits may be given for superior participation (10 possible per week).

1 Merit may be earned each day by completing the corresponding worksheet for the assigned motivational and self-improvement **tape** for that day (7 possible per week).

1 Merit may be earned each of the four **class** periods (Monday-Friday) for excellent participation and work completed in the class. (20 possible per week)

1 Merit may be earned each day for passing the daily **spelling** test given at the end of the spelling class (7 possible per week).

1 Merit may be earned each day by completing the corresponding worksheet for the assigned **reading** conducted during the daily personal growth reading class (7 possible per week).

1 Merit may be earned each day for passing the daily **Samoan** test given at the end of the Samoan class (7 possible per week).

1 Merit may be earned each day for the student writing down and sharing with their group during **reflection** their daily progress, outlining what they learned that day, what progress they made, and what goals they have set for the following day (7 possible per week).

Up to 20 Merits may be earned each week for the quality of the **weekly progress report** completed by each student. (Reports are rated on a scale of 1-10 in two areas: quality of content, and quantity & neatness).

TOTAL POSSIBLE PER WEEK = 127

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 AWARDS

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

Bronze Award = 3 Merits for each student in the group.

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

Silver Award = 4 Merits for each student in the group.

Silver Award is given when there is no Category 2, 3, or 4 rule violations by any member of the group and there is no more than five Category 1 rule violations collectively issued to members of the group during the same 24 hour period.

Gold Award = 5 Merits for each student in the group.

Gold Award is given when there is no Category 2, 3, or 4 rule violations by any member of the group during a 24 hour period and there is no more than two Category 1 rule violations collectively issued to members of the group during the same 24 hour period.

BUDDY AWARDS

Students earn 10 merits for each day they serve as a "senior buddy" for a new student.

SEMINAR AWARDS

Students earn 50 Merits for successfully completing the Discovery Seminar. Students earn 100 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 6 merits for each academic credit they complete. Students earn 3 merits for each half credit they complete.

(Merits)	SUN	MON	TUES	WED	THURS	FRI	SAT
Bed/Room							
Grooming							
Job							
Exercise							
Fitness							
Sports							
Group Therapy							
Tape							
Class #1							
Class #2							
Class #3							
Class #4							
Spelling							
Reading							
Samoan							
Progress Report							
Positive Action							
Group Awards							
Buddy Awards							
Seminar Awards							
Academic Awards							
Totals:							

MERITS AWARDED FOR WEEKLY PROGRESS REPORT: _____

TOTAL MERITS EARNED THIS WEEK: _____

LEVEL 4, 5, & 6 - WEEKLY EVALUATION

NAME _____

SCHOOL _____

WEEK ENDING: _____

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 _____

Day #2

Unsatisfactory (-1) _____
Improvement Needed (0) _____
Satisfactory (1) _____
Excellent (2) _____

Points _____

Day #3

Unsatisfactory (-1) _____
Improvement Needed (0) _____
Satisfactory (1) _____
Excellent (2) _____

Points _____

APPLY TO OTHER STUDENTS

Unsatisfactory (-1) _____
Improvement Needed (0) _____
Satisfactory (1) _____
Excellent (2) _____

Points _____

ROOM, BED, AND GROOMING

Unsatisfactory (-1) _____
Improvement Needed (0) _____
Satisfactory (1) _____
Excellent (2) _____

Points _____

WEEKLY PROGRESS REPORT

Unsatisfactory (-1) _____
Improvement Needed (0) _____
Satisfactory (1) _____
Excellent (2) _____

Points _____

GROUP

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 _____

TOTAL POINTS _____

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 Chaperones, Teachers and others staff. Students should not through actions, words, gestures, or facial expressions communicate a lack of cooperation or a lack or 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 1-4 with 1 being the most minor violations and 4 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 numbered 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:

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 _____
- d. Rude comments about local culture _____
- e. Rude comments about parents _____
- f. Rude comments about another student _____
- g. Rude comments about authority figures _____

105 Destructive Peer Relations

- a. Unkind words to another student _____
- b. Unkind act to another student _____
Name calling _____
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. Killing sea life w/o permission _____
- i. 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 Assignment _____
- 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 assign _____

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 _____

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

RULE VIOLATIONS AND CONSEQUENCES:

CATEGORY 1: 101-115 (See Category 1 Rule Violations on preceeding page). Category 1 Rule Violations serve as Written Warnings. If a student receives 3 warnings within any week (Monday-Sunday), they will receive a "Trend" consequence. If a student receives 3 additional warnings, they would receive a second "Trend" consequence. Three more warnings would result in a Third "Trend" consequence and so on ... Every Monday each student starts out with a clean slate.

CATEGORY OF RULE VIOLATION	IMMEDIATE CONSEQUENCES	FOLLOW-UP CONSEQUENCES
<p>Category 1: Trend</p> <p>Category 2: 201 Major Rude Act 202 Major Horseplay 203 Shutdown 204 Petty Theft 205 Violation/Visit 206 Insubordination 207 Physical Intimidation 208 Fighting 209 Major Mischief 210 Defacing (Restitution) 211 Disruptive Removal 212 Out of Area 213 Tattooing/Piercing 214 Blatant Rule Violation 215 Negative Attitude-Major 216 Not Following Directions</p>	<p>200 Word Essay</p> <p>500 Word Essay</p>	<p>\$8.00 WST Fine 40 Demerits</p> <p>\$16.00 WST Fine 120 Demerits</p>
<p>Category 3: 301 Refusal 302 Theft 303 Vandalism-Restitution 304 Tobacco 305 Alcohol/Drugs 306 Run away plans/talk 307 Cheating/School</p>	<p>1000 Word Essay</p>	<p>\$25.00 WST Fine</p> <p>20 Worksheets</p> <p>Move to level 1 with zero Merits</p>
<p>Category 4: 401 Run Away 402 Out of Control 403 Self Inflicted Injury</p>	<p>1000 Word Essay</p>	<p>\$50.00 WST Fine</p> <p>60 Worksheets</p> <p>Move to level 1 with zero Merits</p>

In cases of Category 1 or 2 Rule Violations, students may opt to reduce by half, their follow up consequences by doubling their immediate consequences. If a student received a Category 2 Violation, they may elect to complete a 1000 word essay instead of the regular 500 word essay, then the follow-up consequences of 120 Demerits and a \$16.00 WST fine would be cut in half to 60 Demerits and a \$8.00 WST fine. This process is called a "Double Down". Students may also elect to do a "Double Down" on Category 3 or 4 Violations by doubling the essay from 1000 words to 2000 words and then their fine would be cut in half. However, the number of worksheets along with the loss of levels would remain the same as they are not altered.

(DEMERITS)

DATE	INDEX #	RULE VIOLATION	DEMERIT

TOTAL DEMERITS THIS WEEK: _____

NET MERITS EARNED THIS WEEK: _____