

Sorenson Ranch School

The Gait Way to Healing

Mission – Provide the “gait way” for youth and families to heal and create safe, healthy, and sustainable lives through therapeutic and academic success.

Vision – Be the provider of choice for comprehensive healing, experiential learning, and scholastic achievement for youth in a natural environment.

Our values support our mission in the following manner:

Safety

Sorenson’s Ranch School is dedicated to building a culture of physical and emotional safety through training, education, and policy development. Each employee carries out operations in a safe, professional, and efficient manner. SRS is a facility that makes the necessary investments to ensure students and employees thrive in a secure, healing environment. Our passion for safety and security, health, and personal responsibility promotes the well-being of all who are served here.

Stewardship

Sorenson’s Ranch School values stewardship as we teach students to respect and wisely manage the resources available to them, including, family, friends, teachers, therapists, and animals. Students are taught they are responsible for their actions. SRS surrounds the students with people who model decision making and actions with integrity. SRS maintains high standards of professional practice leading to the highest quality of care by promoting and encouraging professional growth of all personnel.

Service

Sorenson Ranch School serves youth with unconditional positive regard and respect. Staff are highly trained to provide excellent individualized care in both the residential and academic setting to meet the specific needs of the person served, while assuring their right for confidentiality and dignity. We provide a therapeutic environment that is conducive to healing from past trauma and supportive of future growth through service and experiential learning and other opportunities afforded by our unique campus.

Sustainability

Sorenson Ranch School operates on the belief that progress is always possible. Students are encouraged to evaluate, analyze, explore, and build on weaknesses to ensure progress is lasting and consistent across all settings. Through our program, student’s build confidence in the belief that more progress is always attainable.

Scholastic

Sorenson Ranch School is a 500 acre, family owned, therapeutic ranch in the middle of Central Utah, who serves adolescents ages 12-18. At the heart of everything we do, is the belief that every child can make progress. The SRS program offers extended care to allow youth to make sustainable changes. Youth's treatment is built on the foundation of intensive individual, family, and group therapy, as well as being surrounded by a therapeutic milieu. We provide direct services, education, support, and advocacy for youth served and their families or significant others. The program makes extensive use of values modeling and natural consequences through teaching social skills and stewardship to self, others, and community, including, animals and the earth.

Regular family/caretaker involvement is advised and encouraged for all parents. Therapists and case managers call parents on a regular basis to provide student updates and family therapy as appropriate.

The SRS program encourages students to surrender thinking errors and impulsive choices in exchange for a commitment to live and work as a healthy, independent, responsible member of society.

Service Philosophy:

Sorenson's Ranch School is a specialty treatment center, serving adolescents who have a history of trauma and whose problems have proven resistant to less structured types of treatment. Sorenson's Ranch School students may have had one or more previous inpatient treatments as well as less restrictive interventions such as outpatient therapy, day-treatment programs, group homes, and/or halfway house programs. Accepting both direct admissions and transfers from other facilities, SRS is often successful with students who have not benefitted from more traditional psychiatric approaches, as well as with students who have benefited from previous care but who are unable to maintain their gains without extended treatment.

The program has seven distinct characteristics through which these issues are addressed:

1. The SRS program offers extended care in an attempt to produce lasting change.
2. The treatment approach is built on intensive individual, family, equine therapy, and group therapy, as well as participation in a therapeutic milieu.
3. The program makes extensive use of values modeling, natural consequences, and rewards.
4. Regular family/caregiver involvement is advised and encouraged for all parents.
5. Treatment team establishes regular contact with caregiver.
6. The program challenges students to live and work interactively as independent, responsible members of society.
7. Program helps work through past trauma utilizing a variety of therapeutic milieu methods.

Student Involvement:

1. Gain responsibility by:
 - a. Learning to manage their own behavior
 - b. Knowing the outcomes of their behavior are consequential
 - c. Understanding that both positive and negative outcomes are determined by their behaviors.
2. Learn and practice new skills for life's challenges:
 - a. Learn the skills required with each level
 - b. Practice the skills through role play with students and staff
 - c. Pass off learned skills and complete level change request in order to level up.
3. Set their own goals with their counselor and monitor their progress:
 - a. Plan short-term goals such as behavior/attitude, schoolwork, or expectations of self.
 - b. Plan long-term goals (5-10 years) such as career, residence, relationships, education, or recreation.

Parent Involvement:

1. Parents are encouraged to keep track of their student's activities and progress through the online Parent Services portal.
2. Parents are encouraged to communicate regularly with their student's therapist and case manager.
3. Participate in regular family therapy sessions as initiated by the therapist.
4. Participate in weekly social phone calls.

Education:

We are accredited by Cognia. Our school is coed and operates year-round. Our unique rural setting allows us to have a healthy mix of academics, work experience and recreation.

We believe in youth. We know that learning styles and rates differ from student to student. Our program is based on the Utah State Core Curriculum and allows students to earn credit if behind academically.

Our grading consists of a B for 80%-89% mastery, and an A for 90%-100% mastery, and an "I" for incomplete. The incomplete means the student has not mastered enough of the course material to earn a grade. Any student who is incomplete in school will not be able to rise higher than a level 2.

Curriculum:

- English/Language Arts (4 Credits)
- Mathematics (3 Credits):
 - Successful completion of Secondary Mathematics I, II, and III or higher.
- Science (3 Credits):
 - 2 Credits (from the four science foundation areas; Earth Systems, Biological Science, Chemistry, AP Computer Science, or Physics).
 - 1 Credit (from the foundation courses or the applied or advanced science core list).
- Social Studies (3 Credits):
 - 1 Credit (United States History)
 - 0.5 Credit (Geography)
 - 0.5 Credit (Civilization)
 - 0.5 Credit (United States Government and Citizenship)
 - 0.5 Credit (Local Education Agency (LEA) Discretion)
- Directed Coursework (3.5 Credits):
 - 1.5 Credit (Fine Arts)
 - 1 Credit (Career and Technical Education (CTE))
 - 0.5 Credit (Digital Studies)
 - 0.5 General Financial Literacy
- Physical Education Health (2 Credits):
 - 0.5 Credit (Health)
 - 0.5 Credit (Participation Skills)
 - 0.5 Credit (Fitness for Life)
 - 0.5 Credit (Individualized Lifetime Activities)
 - Optional: 1.0 Credit Maximum (Team Sport/Athletic Participation)
 - Can be used in place of Participation Skills or Individualized Lifetime Activities only.
- Required Electives (5.5 Credits)
 - Life Strategies (Therapy Groups)
 - Out camping (3 camp outs = .5 Credit)
 - Farm/Ranch Management
- Total Credit Hours (24)

Daily Time Schedule:

MONDAY – FRIDAY

8:30	First period
9:20	End of first period
9:25	Second period
10:15	End of second period
10:20	Third period
11:10	End of third period
11:15	Fourth period
12:05	End of fourth period
12:05-12:30	Lunch
12:35	Fifth period
1:25	End of fifth period
1:30	Sixth period
2:20	End of sixth period
2:25	Seventh period
3:10	End of seventh period
3:10-5:00	Snacks and assigned activities
5:00-5:45	Dinner
5:45-6:00	Preparing for evening activity
6:00	Evening activity or classes
8:15-9:00	Bed call, meds dispensing, tidying up cabins and activity areas
10:00	Lights out

SATURDAY & SUNDAY:

7:30-8:30	Chores
8:30-9:00	Breakfast
9:00-10:00	Cabin cleaning, meds
10:00	Room and chore inspection

10:00-12:00	Activities
12:00-12:30	Lunch
12:30-5:00	Activities
5:00	Dinner
5:30-8:15	Activities
8:15-9:00	Bed call, meds dispensing, tidying up cabins and activity areas
10:00	Lights out

Program Gait way

Seclusion:

When a student is struggling to follow campus rules in the academic or residential setting, they may be assigned Seclusion. When assigned Seclusion, the student is given the opportunity to spend time away from peers with staff supervision. The intent of Seclusion is to remove the student from an emotionally, physically, or relationally intense situation for up to four hours for each needed refocus time. With support from staff, this time is used to decompress, reflect on thoughts, feelings or behaviors and work to develop solutions; this includes ways the student can take steps to regulate their emotions and/or behavior. Students in Seclusion will participate in any emergency procedures that may happen while they are in Seclusion, such as fire drills/alarms or orders to evacuate.

Self-Reflection Time:

At any time within the academic or residential setting, a student can request self-reflection time. This time is structured away from peers with staff supervision. With support from staff, this time is used to decompress, reflect on thoughts, feelings or behaviors and work to develop solutions; this includes ways the student can take steps to regulate their emotions and/or behavior. Students may utilize their safety plan. If the student is not emotionally regulated and their behavior is still disruptive after self-reflection time, then the student may request a longer duration of self-reflection or be placed into Seclusion. A student in self-reflection time will not be prevented from leaving the self-reflection area.

Adaptive Classroom

When a student's behavior has impaired their ability or the ability of others to learn, they may participate in the adaptive classroom during school hours. While in the adaptive classroom, students will work on the same assignments as their regular classes and be expected to follow the standard classroom rules and expectations. Students will have the same textbooks and materials as they have in their classrooms.

If the behavior is significant enough that the adaptive classroom needs to be held in a location outside of the school building, the behavior will be addressed with the student by their therapist

on a processing sheet where their goals will be set. Staff will also process said behaviors to help the student meet their goals.

Multi-Purpose Room:

When a student has indicated, or has been evaluated for self-harm and if feeling un-safe, the student will be assigned, during sleeping hours, to the MPR. This will allow the student to be carefully monitored, to ensure the student is kept safe. Also, new students or students who are struggling with peers in their living environment may be moved into MPR for monitoring.

Incomplete:

If a student is behind in any class, they are put on Incomplete:

1. Daily point loss of 60 points per class
2. No Off-Campus Activities
3. Assigned to Incomplete Room on Tuesdays and Wednesdays at 3:15 p.m.
4. Will be reduced to Level 2 if on Incomplete and cannot level up until off Incomplete. If student is not off of incomplete by Friday, they will remain level 2 and have to earn the points to achieve each level again.

Academic Completion Program (ACP)

If a student is more than 6 credits behind in school, they have the opportunity to catch up by attending the Academic Completion Program, based on the following requirements:

1. Student is between 15 and 17 years old and is actively trying to catch up.
2. Students 17 years old or older may be placed on mandatory ACP.
3. All current teachers agree that the student is working in class every day.
4. Recommendation from therapist and approved by Leadership.
5. If approved, student signs a contract to participate in ACP.
6. Must be Level 2 or higher. If student gets a Level 1 drop, they will not be able to attend.
7. Students within three months of turning 18 have no level restriction for attending ACP.
8. Students may be taken off ACP when under 17 if they have less than three credits to catch up or recommended by treatment team.

Positive Corrections:

Students may process interactions with staff using the skills that they have been working in accordance with their current level. This is done away from the rest of the student body to allow the student privacy and the times may vary.

Level Guidelines:

All new students will come in on Level One, but will be with the Level Two activities. They will work on mastering the Level One skill set in order to move to Level Two. Students will earn or lose points based on their interactions with others and their skill utilization. Students will have to have enough points earned in order to progress to the next level. They will also have to

complete a level change form demonstrating proficiency in their learned skills and progress in all areas of their program before they can progress to the next level.

If a student loses a level, they will go down in points to the bottom of the next level down. If they commit a level one infraction, they will lose all of their points and begin again at level one.

Therapists can drop a student a level for not working in therapy if they feel it will be constructive to do so.

Level One (Up to 999 points)

Staff directed activities with no unstructured time. Level 1 activities are centered in refocusing the youth by utilizing skill building, role-playing, preventative teaching, and positive correction. Students will complete their Skill Sheet daily to address and create their goals to move from Level 1 to Level 2. Level one students demonstrate skill proficiency by following instructions and accepting feedback, while working on accepting no and completing tasks.

Activities:

1. Study Hall
2. Reading
3. Writing letters home – NOT to other students
4. Educational films
5. Essays, reports, or quizzes on the educational film, coloring
6. Physical Fitness
7. Cutting wood, stacking wood, hauling wood
8. Agricultural activities
9. On-campus Service projects
10. Therapy assignments
11. Group discussions
12. Gardening
13. Cleaning Common areas, canal clean up, trash clean up

Skills to master:

1. Following instructions
2. Accepting feedback
3. Coping Skills

Privileges:

1. Only required activities
2. May not wear make-up
3. One weekly phone call to family, limited to 10 minutes (one with each parent, if divorced)
4. No packages, unless necessary clothing items, e.g. snow boots, glove, jacket, etc.
5. May send and receive letters from parents through the case manager.

Level Two (1000 to 3999 points)

Staff directed activities with little to no unstructured time. Activities should be primarily focused on skill building with role-play, preventative teaching, & positive correction. Level two students demonstrate skill proficiency by following instructions, accepting feedback, accepting no and completing tasks, while working on following rules and disagreeing appropriately.

Activities:

1. Crafts and art projects
2. Cooking
3. Athletics
4. Gardening
5. Games
6. Off-campus activities within the valley
7. Nature walk
8. Community service
9. Arena horse riding
10. BLM and Forrest service projects
11. Cook-outs
12. Hair and hygiene activities
13. All level one activities

Skills to Master:

1. Following instructions
2. Accepting feedback
3. Accepting "No"
4. Completing tasks
5. Coping Skills

Privileges:

1. May send and receive mail from parents, but no packages unless containing necessities.
2. One weekly phone call to family, limited to 10 minutes (one with each parent, if divorced)

Level Three (4000 to 8999 points)

Level three students demonstrate skill proficiency by following instructions, accepting feedback, accepting no, completing tasks, following rules and disagreeing appropriately, while working on accepting consequences and giving feedback.

Activities:

1. Off-campus activities with staff, not limited to within the valley
2. Movies on campus

3. Campouts
4. Field trips
5. Guest events
6. Video games
7. Arena riding and off-campus riding
8. Opportunity for free time
9. Organized team sports
10. Weight room and gym time
11. Bowling
12. Fishing
13. Agricultural projects
14. All Level one and two activities

Skills to Master:

1. Following instructions
2. Accepting feedback
3. Accepting “No”
4. Completing tasks
5. Following rules
6. Disagreeing appropriately
7. Coping Skills

Privileges:

1. May receive mail and packages from parents
2. One weekly phone call to family, limited to 20 minutes (one with each parent, if divorced)
3. May work out in the weight room
4. May work for pay (\$5 an hour)
5. May be a Positive Peer Mentor
6. May work off campus at the café with approval and a food handlers permit

Level Four (9000-9200 points) *Student account must be clear of charges.

Level four students demonstrate skill proficiency by following instructions, accepting feedback, accepting no, completing tasks, following rules, disagreeing appropriately, accepting consequences and giving feedback, while learning more about leadership and responsibility.

Activities:

1. All activities available for Levels One, Two, and Three.
2. Distant activities like skiing, going to Salt Lake venues, etc.
3. Guest events that they plan and make preparations for.
4. Special activities that they may plan. Two a month (One on campus and one off)

Skills to Master:

1. Following Instructions.
2. Accepting Feedback.
3. Accepting “No” for an Answer.
4. Completing Tasks.
5. Accountability.
6. How to Disagree Appropriately.
7. Accepting Consequences.
8. Giving Feedback.
9. Coping Skills.

Privileges:

1. May arrange alternatives for scheduled activities
2. May schedule a special Level Four activity
3. Have a special monthly activity planned by staff.
4. May be a Positive Peer Mentor on trips and at school
5. One weekly phone call to family, limited to 30 minutes (One with each parent if they are divorced.)
6. May work for pay (\$5 an hour on campus, \$7 an hour at the cafe)
7. May receive “care” packages in the mail.
8. May be a member of the Student Council if meets requirements.
9. May have supervised free time.
10. May opt out of an activity, but must choose another activity.
11. May work off campus at the café with approval and a food handlers permit.
12. May work in the local community or another job without staff supervision.

Other Activities Available with Approval:

1. Museum trips,
2. Boating
3. Snow shoeing
4. Gold panning
5. Snowboarding
6. Shed hunting
7. Field trips
8. Sporting Events
9. Adventure activities or campouts

Level 4 -- Student Council

1. Each youth can serve up to 6 months. Officers will serve a 3-month term.
2. Youth must be level 4 to serve; if level is lost, they will automatically be dismissed from the council. The remaining members and staff will nominate a new officer if necessary.
3. The council membership is determined by which 6 students have been level four the longest.
4. Youth can be removed from student council at staff discretion.
5. The student council will consist of a President, Vice President and Secretary, and 3 other council members. "Mentor" staff will include one afternoon shift staff and one member from the clinical department. Mentor staff will report to a designated representative from administration.

Council members will participate in the following:

1. The development of positive activities for the student body.
2. Support mentor staff in leading skill and feedback groups in the evening.
3. Support school staff in creating and developing the monthly newsletter.
4. Council members will help share ideas, interests, and concerns with SRS leadership, while also promoting solutions to problems they may see.
5. Will be trained in how to tutor or mentor youth who may be struggling academically, behaviorally, or emotionally.
6. Will be asked to execute the planning, serving, setup, and cleanup of activities.
7. May choose to create committees to help with various support roles within the student body.

Skill Cards

Students will have a skill card to carry around with them to keep track of their points, behaviors, and skills that they are learning and practicing or technology based application.

Seclusion Processing cards

Students assigned to Seclusion will have a processing sheet to keep track of their assignments, the goals they have accomplished and the agreements they choose to make with staff.

Safety Planning cards

Students who are deemed to be at risk will have Safety planning cards to keep track of how they are feeling that day.

SORENSEN'S RANCH SCHOOL BEHAVIOR GUIDE

MINOR: Student earns a negative 60 points and staff initiates corrective teaching. Student may earn up to ½ the points back for modeling the corrective teaching.
MAJOR: Student earns a negative 100 points and staff initiates corrective teaching. Student may earn up to ½ the points back for modeling the corrective teaching.
LEVEL DROP: Staff initiates a corrective teaching, and automatic level drop. If on level one, will lose 500 points.
LEVEL ONE: If on level one, will lose 1000 points.

MINOR OFFENSES	MAJOR OFFENSES	LEVEL DROP OFFENSES	LEVEL ONE OFFENSES
ACTIVITY OFFENSES	ACTIVITY OFFENSES	ACTIVITY OFFENSES	ACTIVITY OFFENSES
	Not wearing a seatbelt	Leaving staff line of sight	
		Swimming in any open water without a life preserver	
CABIN OFFENSES	CABIN OFFENSES	CABIN OFFENSES	CABIN OFFENSES
Not up on time or not in bed on time	Cabin Wars	Out of cabin after lights out	
AM/PM Chore not done	Wrong Cabin (including on threshold)		
Leaving lights on in cabin	Leaving curling iron or other electrical devices on when not in cabin.		
Pet in cabin			
Radio on between 10:15pm & 7am			
AM/PM Room not clean			
COMMUNICATION OFFENSES	COMMUNICATION OFFENSES	COMMUNICATION OFFENSES	COMMUNICATION OFFENSES
Abusive or vulgar language	Passing notes to peer	Failure to inform staff of relationship.	Unauthorized phone call
		Unapproved access of social media sites, sending/receiving email	
		Talking outside of group/breach of confidentiality	
		Unapproved letter of any kind	
DISRUPTIVE OFFENSES	DISRUPTIVE OFFENSES	DISRUPTIVE OFFENSES	DISRUPTIVE OFFENSES
Disruptive Behavior	Food fight	Horseplay	
	Excessive Misbehavior	Emotional Dysregulation	
	Walking out of individual or group therapy	Refusal	
MANIPULATIVE OFFENSES	MANIPULATIVE OFFENSES	MANIPULATIVE OFFENSES	MANIPULATIVE OFFENSES
	Lying (2 nd degree)	Lying (1 st degree)	Conspiracy to make others level one or helping others in level one offense.
		Staff Manipulation	Malicious and false grievance

MISCELLANEOUS OFFENSES	MISCELLANEOUS OFFENSES	MISCELLANEOUS OFFENSES	MISCELLANEOUS OFFENSES
Attitude/Cooperation	Racial Slurs/Religious Bigotry	Gang activity, clothing, writing, etc.	Making or having a weapon in possession
Not following instructions	Up on a sick day	Spitting or wiping bodily fluids on surfaces	Spitting or wiping bodily fluids on people
Not working in therapy	Contraband -- in possession of item from restricted items list (minor)	Satanism, Voodoo, Black Magic, Ouija board	PPM'er who is aware of L-1 offense taking place while PPM'ing and not reporting it to staff or participating in the offense
Peer Relations	Staff Relations (disrespectful to staff)	Contraband -- in possession of item from restricted items list (major)	
Standing too close together <18" or 3' for couples		Gambling	Forming unauthorized student group
Violation of personal space			
In possession of gum, nuts, or seeds			
PERSONAL OFFENSES	PERSONAL OFFENSES	PERSONAL OFFENSES	PERSONAL OFFENSES
Jewelry Policy Violation	Wrong area	Piercing or keeping unapproved piercings open	Cutting, Coloring, or Bleaching Hair
Clothing Policy Violation (e.g. sagging pants)	Borrowing or lending	Violating home contract	Not using Safety Plan
Make-Up Policy Violation	Stealing (minor items worth under \$5)	Planning to run away	Making yourself or others faint
Grooming Policy Violation	Restriction violation	Tattooing	Running Away
Laundry Policy Violation		Stealing (major items worth over \$5)	Refusal to Wear Sunscreen
Meds Room Policy Violation			Shaving head or eyebrows
PROPERTY DAMAGE OFFENSES	PROPERTY DAMAGE OFFENSES	PROPERTY DAMAGE OFFENSES	PROPERTY DAMAGE OFFENSES
Taking food out of the cafeteria	Tagging or graffiti, Writing on Property	Intentional damage or destruction	Tampering with gas line
	Punching or kicking property, such as doors or walls	Picking locks, breaking into any room or lock box	Starting a fire to property
			Tampering with safety features, fire extinguisher, smoke alarms, sprinkler system, & exit signs
	Tampering with thermostat		Shoplifting
PYROMANIA OFFENSES	PYROMANIA OFFENSES	PYROMANIA OFFENSES	PYROMANIA OFFENSES
			Starting or playing with fire

SCHOOL OFFENSES	SCHOOL OFFENSES	SCHOOL OFFENSES	SCHOOL OFFENSES
Late to class	Inappropriate computer use	Using another student's computer account	Cheating
Incomplete in class	Chronically late to class	Accessing or attempting to access restricted areas on computer	
Talking in class	Disruptive behavior, not following instructions	Refusing to go to assigned class	
Textbook outside of school	Non-participation or bad attitude in Group		
Not working in class bell to bell	Non-ACP student in possession of textbook outside of school		
Unprepared for group or class	Leaving class w/o permission		
Out of desk	No show for ACP		
Materials not put away	Restriction violation		
	Using class time to go to restroom instead of break times		
SEXUAL OFFENSES	SEXUAL OFFENSES	SEXUAL OFFENSES	SEXUAL OFFENSES
	Hugging or Holding hands	Being alone together, Questionable situation	Petting
		Kissing	Sexual Intercourse
		Sexual Harassment	Inappropriate sexual behavior
		Sexually explicit/pornographic letter or note writing, books, magazines, or videos	Exhibitionism/Voyeurism
		Masturbation	
SUBSTANCE ABUSE OFFENSES	SUBSTANCE ABUSE OFFENSES	SUBSTANCE ABUSE OFFENSES	SUBSTANCE ABUSE OFFENSES
		Requesting contraband through letters or telephone	Bringing in or having cigarettes, tobacco, or chew
		Glamorizing drugs or drug paraphernalia by talk or drawings	Smoking
			Alcohol use
			Huffing or having Huffables
			Cheeking meds
			Buying/Selling/Distribution of any unauthorized substances
			Unauthorized drug use
VIOLENCE OFFENSES	VIOLENCE OFFENSES	VIOLENCE OFFENSES	VIOLENCE OFFENSES

		Threatening staff or students with physical harm	Fighting or making others fight
		Punking, hazing, bullying	Assault on staff or student
		Throwing rocks or snowballs	
		Cruelty to animals	

List of minor, nonharmful items students cannot have without supervision

- | | |
|------------------------------|--|
| Tweezers | Glitter makeup |
| Nail clippers | Rasta colored anything |
| Q tips | Visine |
| Pens | Cologne or perfume |
| Hairspray, regular | Antiseptic containing alcohol |
| Food, snacks, or Drink mixes | Gel, regular or alcohol free |
| Black/Onyx eyeliner | Any kind of powder, i.e., foot, baby, etc. |
| Bags/Suit cases | Gauged body jewelry |
| Batteries | Needles/Pins |
| Lipstick | Cameras |
| Pencil sharpeners/ Scissors | Markers |

List of major, non-harmful items students cannot have

- | | |
|---|--------------------------------|
| Any aerosol cans no matter the contents | Mouthwash w/Alcohol |
| Batteries | Lighter/matches |
| Face toner, containing alcohol | Hand sanitizer, alcohol |
| Electric Toothbrushes | Face toner, containing alcohol |
| Vape without cartridge | |

List of major items students cannot have when used to cause harm or the unauthorized use or misuse of these items

- | | |
|--------------------|------------------------|
| Razors, regular | Knives/Cutting Devices |
| Illegal substances | Lighters/matches |

BASIC GUIDELINES:

School

1. Will use computer time working on school assignments.
2. Will leave food or drink in the cafeteria.
3. Will be on time for class.
4. Will only leave class with teacher's permission.
5. Will keep feet on the floor.
6. Will dress properly for school.
7. Will come to school with required materials.
8. Will wear shoes and socks to school.
9. Will only write on assigned papers.
10. Will take all possessions/materials when class is over.
11. Will take proper care of school materials, including pencils and books. Student will have to pay for any damage out of their student account.
12. Will be polite and use good manners.
13. Will help clean classroom before leaving class.
14. Will keep all paper off the floor.
15. Will leave desks organized and not cluttered.
16. Positive Peer Mentors will go with students to class.
17. Students on Incomplete will be required to attend Incomplete rooms from 7 a.m. to 8 a.m. twice a week.
18. Teachers may have rules that are particular to their classroom that need to be followed as well.

Milieu Therapy

A therapeutic milieu is a structured healing environment that creates a safe, secure place for individuals who reside and are employed in the setting. Milieu therapy involves:

1. Consistent routines that are part of the everyday experience on the ranch.
2. Staff maintaining clear and consistent boundaries and expectations.
3. Students understanding what is expected of them and what they can expect from others, while allowing them as much personal control as possible.
4. Students learning healthy patterns of living through constant exposure to role models.
5. Positive peer pressure, trust, and repetition.
6. Creating a group setting where students are exposed to the struggles of others, helping to build empathy and understanding.
7. Students learn from watching how others handle their own difficulties.

Individual Therapy

In order for students to feel physically and emotionally safe the student must adhere to the following expectations during individual therapy:

1. Respect the time you are given in therapy.
2. Bring completed therapy assignments.
3. Actively participate in setting treatment goals.
4. Take responsibility for behavior.
5. Accept feedback from others.

6. Express feelings without fear of rejection.
7. Be open to learning and practicing new skills.
8. Work toward solving problems and meeting goals.
9. Gain an understanding of the therapeutic process.
10. Maintain confidentiality.

Group Therapy

1. Students should be on time.
2. Excused absences are sick days, doctor's appointments, visits, field trips or 4-H.
3. Anything that interferes with group attendance is highly discouraged, including talking to case manager or therapist during group, parent phone calls during group, and working off campus during group.
4. Students return straight to their assigned area when group is over.
5. Confidentiality is a requirement of all students.
6. On occasion, we offer the yearlings group. The yearlings group is intended for youth aged 12-13; eligibility for participation is based on the youth's developmental ability and by the treatment team.

Personal Lodging Areas

1. Each student is expected to clean and maintain their assigned lodging area and give any other necessary effort to keeping lodging areas clean, sanitary, and in proper order and appearance. Each student is also assigned specific chores both in room and around campus, which are also expected to be worked on daily. Cabins will be deep cleaned and sanitized at least weekly to assure proper health codes are being met.
2. Students may display personal items in their room such as pictures and drawings in designated areas. They cannot be gang or drug related and must conform to SRS policy.
3. Points will be taken individually from students who are not meeting these expectations and who are continually having problems in this area.
4. Cabin areas will be free of any animals.
5. Cabins will be free of any food items.
6. Students are not allowed to spend time in other cabins.
7. If outside of scheduled times, showering must be with permission from staff.
8. Respectful of personal space and belongings of cabin mates.
9. Students are responsible for reporting any damage or graffiti in cabin.

Hair, Health, and Hygiene Rules

1. Maintain personal cleanliness, such as showering daily, brushing teeth twice daily, keeping hair clean and well groomed, wearing clean clothes.
2. If a student is admitted to the school with hairstyle or color/s of hair that is unacceptable according to SRS policy, the student will have these changed to meet the hair and grooming policy as soon as possible. This will be the responsibility of the hair technician of SRS. Students are not allowed to cut their own hair.

3. Student hair must be kept clean and well groomed. Student may not have dreadlocks, matted hair, mohawks, shaved or spiked hair. Hair that is to the extreme is not allowed.
4. Student may not let hair cover his/her eyes. Hair must be kept out of the face at all times. If a student wants bangs, they may not come below their eyebrows.
5. A student may not shave any part of his/her head at any time.
6. Students may dye or highlight their hair natural colors while on a visit with parent permission. SRS will not maintain any changes done to students hair once the student returns to campus.
7. Styling aids for all hair types are kept in the housekeeping office.
8. Facial hair---no beards, no sideburns below ear, no mustaches, goatees, scruff, etc. Staff keep razors.
9. Male students may not have hair longer than their collar or longer than 3" on top.
10. Female students are not allowed to cut their hair shorter than 3". Please see below concerning permission for a hair cut greater than a trim.
11. Students will be provided with a trim. Any changes to hair greater than a trim will require therapist and parent permission and cost \$30. These appointments will require scheduling with the contracted hair technician and the fee be paid prior to the appointment being made.
12. This haircutting and grooming policy for all students is necessary so that students will work on their treatment program at Sorenson's. Students are to maintain a respectable haircut.
13. Any violation of the hair policy will result in changes to level, see behavior guide.
14. Makeup: No black or shade of black, no eye liner wings (thin line only), no glitter, no heavy makeup, no makeup when on Level 1. Shimmer eye shadow is allowed.
15. Jewelry is not allowed.

Safety Rules

1. AM/FM clock radios will be the only electrical appliances allowed in cabins.
2. All electrical plugs, outlets, smoke alarms, fire extinguishers, and switch boxes are only to be touched by staff.
3. All buildings are to be free of any burning incense, candles, matches, or open flame fires.
4. Report any sickness OR accident immediately to staff or medical coordinator--no matter how small.
5. All activities require safety precautions and safety instructions.
6. No hiding contraband in or around campus or cabin areas.

Vehicle Rules

1. May not ride in the back of trucks.
2. Staff is never to allow a student to drive personal car or company vehicles.
3. Students are not allowed to drive or ride in ATVs for leisure. Students may ride in golf carts or atv's driven by staff to return to campus or work on campus.
4. Must wear seat belts at all times in vehicle.
5. Maintain a seated position while on the hay trailer.
6. Respect interior and exterior of vehicle.

Sickness:

1. The school nurse will determine how serious the illness is.
2. When the student is to stay in bed, they will stay in a sick bay in the Infirmary.
3. Students will follow all the posted Infirmary rules while there.
4. Students will remain on the sick day for the full day to limit exposure and spread of illness to other students.

Student Relationships

1. No physical contact with other students
2. No blankets, jackets, or coverings while sitting on the couch.
3. Students of the opposite sex will sit on opposite sides of the lunch table.
3. No students of the opposite sex in the same van.
4. No warnings will be issued. It is up to the students to not put themselves in a questionable position.

Laundry

1. Be sure all student items, including laundry bag are marked.
2. Laundry will be done only by the laundry personnel and according to the schedule.
3. Be sure everything is in your bag and ready for washing. Everything should be out of the pockets.
4. It is your responsibility to make sure you are taking your laundry and picking it up.
5. You may take your laundry twice a week if needed.

Mail

1. Mail comes and goes through the Treatment Team and names must be on the approved list.
2. Home address required on all incoming (return address) and outgoing mail.
3. Level One and Two students send/receive letters, but no care packages. Packages with necessities can be received.
4. No mail from friends.
5. Students must be Level Three or higher to receive care packages unless they contain necessities.
6. No mail from former students to current students allowed or vice versa.

Phone Calls

Private phone calls are allowed, unless therapeutically contraindicated, in which case they would be monitored. Parents or students may request in writing to have all calls monitored by staff.

Shopping

1. All purchases must be approved by the office, case manager, and parents. No student will be allowed to go shopping off campus with staff. All purchases will be made online with the school registrar through approved websites.
2. Expensive things are here at your own risk. SRS is not responsible for lost or stolen items.
3. Doctor visits are **never** to include shopping.

4. Staff that is in charge of haircuts, perms, medical visits, shopping, etc., will make arrangements for those.
5. Necessary personal items are provided by housekeeping, but may be sent from home or purchased by the student online if within SRS guidelines
6. Case Managers and staff are not to take students shopping.
7. Selling or borrowing anything between staff and students, or between students and students is prohibited.
8. Students may not purchase gifts for other students or staff.

Money

1. Students are not allowed to have money. They will have a student account set up when they arrive and all monies received from home or from working will be added into their account.
2. Any money made from outside sources, i.e., hauling hay, loading wood, will be put into student's account.
3. Students may have money debited from their account when they wish to purchase personal items, items need to be sent home, or to go on visits. They must get approval from their case manager and parents. A record of such purchases will be kept. This note can then be given to the Admin office. If money in the account is sufficient, the Admin office will set up a time to shop with the student online. The receipt will be given to the Admin office.
4. Sorenson's does not handle any major personal business affairs of students without written request by the student or legal representative.
5. While working off-campus supervised by staff, students may be taken to lunch by the person they work for, if it has been agreed upon by that person. The person you are working for is responsible to pay you by turning in the monies to accounting in the administration building.
6. Timecards are used to keep track of student hours earning money. Staff are to note the student's time on the timecard and sign. The student keeps their timecard until it is filled and then turns into the Day Supervisor. These will be turned into Admin, tallied, and credited to the student's account.
7. Students may be sign up to participate in activities that cost an additional fee. That additional fee will be charged to their student account. Activities may include the movies, bowling, skiing, sporting events, amusement parks, etc.

Grievance Policy

Students are allowed to file grievances when the student feels that their rights and/or policies have been violated:

1. On intake, new students review Sorenson's Ranch School's policies and procedures with the Student Mediator.
 - a. Student Rights are signed and kept in individual files.
 - b. Students are informed of the Grievance policy process.
2. Student should first try to work out the issue with the staff.
3. The student is encouraged to discuss problems or grievances with their therapist.

4. If the student is not satisfied, student will then write out the details of the grievance. The Student Mediator will then look into the grievance. Staff and students will be interviewed and then a determination will be made as to whether or not there is credible evidence of a violation of the student's rights or the Ranch's policies. The decision will be shared with the student as well as the student's treatment team.
5. Administration will be notified of any grievance.
6. Any student who is involved with this process will be free of any type of retaliation or harassment from other students or staff.
7. Fabricated or malicious grievances that may threaten the safety or security of an individual will result in a level one drop.

Sorenson's Ranch School has zero tolerance for any kind of discrimination. This encompasses all students and all staff. If you believe you have been treated in a prejudiced manner due to your race, religion, ethnic background or gender, or sexual orientation, the same policy as delineated for grievance is to be followed.

The Environment

1. Take care of things around you.
2. Do not disturb nature.
3. Make cleanliness part of your training and help others learn it, too
4. Think of the future and the best way to leave things for the future--maybe your loved ones.
5. Leave it better than you found it.

Emergency Procedures

1. When we have a fire drill, the meeting spot is in the field by the entrance gate.
2. If we need to evacuate the campus, you will follow instructions from staff. You may be driven off campus to a predetermined meeting place, or you may have to walk to a predetermined meeting place.
3. Remain with staff and other students. Follow staff instructions.
4. When there is an earthquake drill, leave the building with the staff supervising you and follow their directions. Do not go back in the buildings until you are instructed to do so by staff. Follow the guideline as for a fire drill.

Voting

Eighteen-year-olds have the right to vote and will register to vote, if they so desire. Arrangements will be made to facilitate their voting during elections.

Music

Clock radios or AM/FM radios are the only acceptable music players allowed on campus.

Visits

1. Three-Month Visit
 - a. Student must have attained Level Three.
 - b. A one to two-night visit is allowed. Overnights are up to therapist.
 - c. One family therapy session will be offered if the visit is scheduled to accommodate such.
 - d. Parents will be allowed to take their student off campus to local areas only.
 - e. All students must be back on campus by 5 p.m.
 - f. If not on Level Three, an on-campus visit is provided for therapeutic issues, no matter what level the student is on.

2. Six-Month Visit
 - a. If a student has earned the privilege of having a six-month visit and is on Level 3 and above, the visit can be from three to five nights.
 - b. Recommendation is that parents take their student no further south than St. George and no farther north than Salt Lake City.
 - c. The therapist will arrange individual therapy sessions at their discretion.
 - d. If not on Level Three, an on-campus visit is provided for therapeutic issues, no matter what level the student is on.

3. Nine-Month Visit
 - a. Level three and above will be allowed to return home for a six-night visit.Items brought back to campus from off-campus or home visits that are not acceptable will be confiscated.
 - b. It is recommended that parents purchase refundable airline tickets in case their student has a level drop before the scheduled visit.
 - c. If not on Level Three, an on-campus visit is provided for therapeutic issues, no matter what level the student is on.

4. Other Visits
 - a. Other visits may be scheduled as requested by any member of the treatment team, which includes therapist, case manager, and parents.

Search Policy

1. This search must be conducted in a private room with two staff members of the same sex as the student present.
2. Low-Risk searches may be conducted at any time at the discretion of the shift supervisor.
3. A search must be conducted on every student upon admission to this program.
4. Students returning from any type of a visit must also be searched. The search is necessary to determine if the youth has weapons or contraband concealed under their clothing or attached to their body.
5. Students can expect random checks of their luggage when they are leaving for a home visit or discharge in order to prevent unauthorized letters from other students or theft of other students' belongings.
6. Strip searches will only be done by medical personnel outside of the line of sight of direct care staff and then only if individually justified and documented. Body cavity searches are prohibited.

Drug Testing

1. A drug test may be conducted for students when the following conditions exist:
 - a. Students returning on campus from an overnight visit.
 - b. When a physical exam is completed.
 - c. If there is reasonable suspicion that the student may have had access to drugs or alcohol.
 - d. In-house drug/alcohol testing will only be used as part of the treatment plan and/or to formulate a treatment plan. A positive test may require a urine sample to be sent to a laboratory for confirmation.
 - e. Drug testing may be used for medication management and evaluations.

Borrowing and Lending

In order to establish a value of respect for personal property, Sorenson's Residential Treatment Center has a policy that discourages borrowing personal property from another student. This policy:

1. Establishes appropriate and healthy boundaries for students who may have difficulty establishing their own boundaries.
2. Protects the rights of less assertive students who may not be able to tell a stronger student they cannot borrow an item.
3. Discourages boundary violations on the part of more aggressive students.
4. Eliminates the argument of whether an item has been stolen or borrowed.
5. All items should be clearly marked as to ownership. Sorenson's cannot be held responsible for unmarked personal items.
6. The consequence for theft is Level One.

Community Service

1. Constructive activities that aid the community or the school in beautification or upkeep are required and have a definite purpose or goal.
2. They are in addition to chores that maintain rooms, grounds, and facilities in daily order.
3. Projects that qualify for service hours:
 - a. Cleaning trails,
 - b. cleaning park campsites and areas,
 - c. cleaning ditches,
 - d. cleaning the cemetery outside the fences,
 - e. road cleaning,
 - f. cleaning up around Koosharem Town Hall, Care Center,
 - g. Food Bank,
 - h. Chamber of Commerce,
 - i. Making items for the Crisis Center, etc.
 - j. Other projects that may benefit the outside community such as snow removal for the elderly, etc.

Recreation

1. Many possibilities exist on the Ranch for students to try things and learn things.
2. Horseback riding is one of the activities, on campus and off.

3. Other module activities include farming and the raising of animals and produce that go along with ranching.
4. The normal summer camp activities are also available.
5. Extra-curricular activities are held in the evenings. Activities may include but are not limited to, crafts, swimming, bowling, fishing, cookouts, and Level Four Night out to the movies.
6. Field trips, sports, movies, camp outs, swimming, fishing, miniature golf, etc. are earned through good behavior.

Worship

1. Services are available on campus and in the local area.
2. Students may only attend with permission from parents.
3. Students must be Level Three to attend services off campus.
4. All students have the right to practice the religion of their choice; however, no specific religious insignias or artifacts are allowed. This is due to the fact that many of these items are gang related and not an expression of religious conviction.

Custody

1. We assume that the person who pays the bill has the custody of the student unless you inform us otherwise and give us instructions concerning who the student may be released to or may visit.
2. No student will be released unless written permission is given by custodial Parent/Guardian.

Gratuities

1. Individual staff are prohibited from accepting money or gifts from patrons.
2. Sometimes parents send gift baskets of fruit or candy to be shared among staff, and these types of items are okay.

Food

Students cannot have snacks, candies or other food items from home. This includes holiday items for Valentine's, Easter, Thanksgiving, Hanukah, and Christmas. They will either be sent home, discarded, or distributed equally to all students.

Early Discharge

Early discharge may occur if all treatment and academic goals are completed.

Medication Management

1. Parents who request medications from a pharmacy other than Lin's Market will be responsible for alerting preferred pharmacy concerning refills on meds.
2. If a student's medication runs out before medications from home or other pharmacies arrive at SRS, we will purchase needed medications at Lin's Market and parents will be responsible for payment.
3. If a debate exists over medication regime, the doctor's orders will be followed.
4. Parents have the right to refuse medications for their child.

5. Students who refuse medication will be placed in MPR for observation and the medical doctor will be contacted.

Medical Facilities

1. In addition to our own trained First-Aiders and Nurse, an ambulance with EMTs is stationed in the town where we are located and a modern hospital is 35 miles away in Richfield.
2. We have agreements with the hospital and a contracted doctor and dentist to treat our students.

Travel Arrangements

1. Travel itineraries for students going home for visits or being discharged should be sent to the student's therapist in care of the Travel Coordinator.
2. The therapist takes care of distributing the flight information to the proper departments. The Travel Coordinator makes travel arrangements, and makes the student an ID for the airport, unless they have a current state ID.
3. Travel may be cancelled at any time, if the student is not on the correct level or there is a safety or medical concern.

Risk Management

SRS has developed a Risk Management/Safety Program and trains staff and students in procedures to follow in case of any natural or manmade disaster.

Runaways

1. Staff search for runaways.
2. Runaways are returned to campus.
3. Local Police are notified immediately when a run is detected and then parents are called.
4. Students will be responsible for the cost of any damage they do while on the run. They will also be responsible for any expenses incurred, such as staff time, detention expenses, search and rescue, etc.

Visits of Former Students

1. There will be no visits of former students within one year from date of discharge.
2. All visitors must get permission in advance to come on campus. Program Director or Facility Director may give permission.
3. Ordinarily, only an hour or so visit is admissible.
4. Management reserves the right to expel from campus those who violate rules.
5. A search policy is in effect at all times, e.g., former students or their belongings may be searched at any time upon reasonable suspicion of contraband.
6. Local authorities may be called if laws are broken.
7. The same rules apply as when student attended, e.g., no smoking, no drugs, no alcohol, etc.
8. No overnight parking or camping on premises.
9. A staff member will accompany visitors at all times.

Working at the Café

1. Students may work at the café at level 4.
2. Students must have approval from the treatment team.
3. Wages will follow each level and students may earn tips.
4. Students will complete a job application and interview.
5. Students may not be on incomplete.
6. Students will abide by Café employee manual.

Personal Items Students Need

Color Guidelines for all clothing: No Black, Navy, Red, or Camo Allowed! Less than 20% coverage of these colors is allowed on clothing, i.e. strips, logos, etc. Black is acceptable to bras, underwear, and socks.

Upon new student's arrival, items received that do not follow clothing policy will be sent home. All other "out of policy items" that show up after initial arrival or after visits will be donated to the local charity.

Please contact administration for further clarification for questions regarding what to send.

7 T-shirts (**t-shirts will be provided by SRS**)

6 pairs of blue jeans, no other color, no holes, no rips or tears, no oversized

2 pairs of shorts (inseam 10" or greater)

2 sweatshirts/hoodies

2 Flannels, long sleeves

Thermal underwear– has to be worn under the student's clothes.

1 light jacket

1 heavy coat

10 pair of underwear – no thongs or lace.

10 pair of socks

3-4 bras – No underwire or lace

1 Sweatpants

2 pair of pajamas/sweatpants for sleeping

1 swimsuit (modest one-piece/tankini, no white)

1-2 pair of tennis shoes

1 pair of hiking/cowboy boots – no steel toe

1 pair of sandals or flip flops for summer

(Any and all SHOES or SANDALS cannot have a heel higher than one and a half inch)

2 Towels and wash cloths

Twin size blanket, students may have 2 blankets, **no weighted blankets**

Blow Dryer, Curling Iron, straightener

Deodorant, Antiperspirant – No aerosol

Toothbrush/Toothpaste – No electric

Make-up (No mirrors, No mirrors in compacts, No black eye-liner, no sharpeners)

Brush/Comb

1 pair of sunglasses

Basic Rules for Student Clothing

If a student is still found in need of any of these basic items, SRS will provide them and bill the parents.

No clothing brands or logos that promote violence, drug use or the drug culture (Aperture, DGK, Seedless, SRH, Obey, etc.) or are sexually inappropriate.

NO CAMOUFLAGE, BLACK RED, OR NAVY CLOTHING.

1. Shirts/Hoodies:

No tank tops or crop tops

No cap sleeves

No V-neck or wide neck shirts

No thin, see-through shirts

Flannels & hoodies have to be worn with t-shirt underneath.

All shirts must fit correctly, round collared

Shirts can be either short-sleeved or long-sleeved

Students are not allowed to wear pajama tops as shirts or pajamas outside of their cabin

2. Pants:

Only solid blue jean material is allowed. No black or other colors or patterns. No wearing belts to the side or hanging down, must go through belt loops. No cargo pants, five pocket only. Must fit correctly on hips. No oversized, holey, torn or ripped jeans.

3. Coats and Jackets:

No skull or gothic

No music groups or message. No drug or alcohol reference

4. Hats/Beanies:

No skull, price tags/tags under or over bill, no flat bills

No music groups

Must be worn correctly, straight on head, not turned to the side or back

5. Shorts:

Solid blue jeans.

Must be at least a 10 inch inseam

Cannot wear shorts lower than the knee

Capris okay

No cargo, five pocket only blue jeans

No Spandex shorts of any type

6. Swimsuits:

One-piece or tankinis

No see-through or white

Needs to be Modest

Swim Trunks must have inseam of 10 inches or greater.

7. Watches are allowed. No Smart Watches

Items Students May NOT Have

1. Food Items of any kind
2. Personal items:
 - Hair color or dye (Sun In, Touch of Sun, etc.)
 - Razors -- Checked out from staff only for use and then returned.
 - Mousse, Hair spray, dry shampoo
 - Gel -- This item is kept in the housekeeping office and may be used in the presence of a staff member.
 - Nail polish and nail polish remover
 - Shaving cream or gel
 - Knives
 - Perfume or cologne – Will be provided by the facility
 - Face cleansers/ Oxipads (with alcohol)
 - Aerosol cans of any kind (including AXE)/ Listerine or Scope, etc.
 - Anything with alcohol
 - Hot sauce/Spices
 - Magnets/Pokemon & Yugioh cards, dungeons and dragons, etc.
 - No notebooks, binders or journals. Or anything with a metal spiral.
 - Metal hair clips
 - No Colored lip gloss or lipstick, bright lipstick, black or brown
 - Bath salts or shower/bath bombs
 - Key chains
3. Medicines: All Medicines go to Nursing Department
 - Prescriptions
 - Aspirin or Tylenol
 - Inhalers
 - Vitamins
 - Natural Herbs
 - Over-the-counter medication
4. Miscellaneous:
 - DVDs or Blue ray (Any movies sent to students will be automatically donated to school and not sent home)
 - iPods or cell phones
 - Video games
 - MP3 players
 - Laptops
 - “R” rated movies
 - Magazines or books (There are over 5,000 books in our library. Any books sent will be automatically donated to our library collection and no sent home.)
 - Sheet music with inappropriate lyrics

Bright lipsticks, or black/ brown
Excessive make-up/No black eyeliner or wings
Pencil or makeup pencil sharpeners
Whiteout, permanent markers, or pens
Jewelry
Religious emblems
Steel-toed boots
Headlamps or flashlights

STUDENTS' LEGAL & HUMAN RIGHTS

1. You have the right to be treated with dignity and respect, as an individual who has personal needs, feelings, preferences, and requirements.
2. You have the right to privacy in your treatment, in your care, and in the fulfillment of your personal needs.
3. You have the right to be fully informed of all services available to you at this facility.
4. You have the right to be informed of your rights as a student and of all rules and regulations governing your conduct as a student at this facility.
5. You have the right to view your personal account and manage it wisely.
6. You have the right to know about your physical condition unless your physician, for medical reasons, chooses not to inform you.
7. You have the right to receive information necessary to give informed consent prior to the start of any medical treatment unless parent and counselor deem unwise.
8. You have the right to continuity of care. You will not be discharged or transferred except for medical reasons, for your personal welfare, or for the welfare of others.
9. You have the right to voice opinions, recommendations, and grievances in relation to policies and services offered by the facility, and the right to be listened to by counselors.
10. You have the right of privacy during visits by custodial family and clergy.
11. You have the right to be free from physical, chemical, and mental abuse. A physician may only apply medical restraints. Physical restraints may only be applied according to the control policy of the facility.
12. You have the right to confidential treatment of your personal and medical records. Information from these will not be released without consent of custodial family except as required by law such as to other educational facilities.
13. You have the right to medical attention when you are ill.
14. You have the right to reasonable access to a telephone to make and receive private communications.
15. You have the right to receive and send mail.
16. You have the right to learn, study, and progress.
17. You have the right to participate in the development of your treatment plan.
18. You have the right to make suggestions for the upgrading of your wellbeing and/or the upgrading of the total school program.

PHYSICAL INTERVENTION AND DE-ESCALATION

Intent

1. Safely bring a dangerous situation under immediate control.
2. Immediately de-escalate the resident(s) involved to a safe state and to diffuse the situation.

Use of Force Considerations

1. Use of force in a therapeutic environment is only applied when:
 - a. Violence is occurring.
 - b. Resident(s) and/or staff are in immediate peril.
 - c. Resident(s) are attempting to escape the facility.
 - d. Resident(s) are destroying property in excess of \$500.
2. Use of force is not to be used as a punishment and residents are to be protected as much as possible from injury.
3. The trained staff members should use methods when physically intervening with the residents to ensure:
 - a. Safety for residents and staff alike.
 - b. Division and Department policies and procedures are met.
 - c. Residents' legal rights are not violated.
4. Since all behavior is a communication, your use of force will have an effect on your relationships with the residents and other staff as well.



<p>Following Instructions</p>	<ol style="list-style-type: none"> 1. Look at the person 2. Let the person/s know you are listening 3. Do what you have been asked right away 4. Check back 5. Don't "bend" rules, even just a little
<p>Accepting Feedback</p>	<ol style="list-style-type: none"> 1. Look at the person 2. Let the person/s know you are listening 3. Avoid arguing or debating
<p>Accept "No" for an Answer</p>	<ol style="list-style-type: none"> 1. Look at the person 2. Let the person/s know you are listening 3. Avoid arguing, complaining, or becoming disrespectful 4. If you don't understand why, ask for more information
<p>Completing Task</p>	<ol style="list-style-type: none"> 1. Listen to or read instructions carefully 2. Gather items to prepare for completing the task 3. Work carefully and neatly 4. Think about what you are doing 5. Look to see that the job is complete 6. Check back with the person who assigned you the task
<p>Accountability</p>	<ol style="list-style-type: none"> 1. Look at the person 2. Acknowledge what you did by saying "okay" 3. Don't blame others for your actions 4. If given instructions or suggestion on how to correct the situation, follow them
<p>How to Disagree Appropriately</p>	<ol style="list-style-type: none"> 1. Look at the person 2. Use a pleasant voice tone. Avoid using harsh, angry or sarcastic tones 3. Make an empathy/concern statement 4. State exactly what you disagree with 5. Give a rationale 6. Verbalize appreciation for the conversation. Say "thank you"
<p>Accepting Consequences</p>	<ol style="list-style-type: none"> 1. Look at the person 2. Make efforts to remain calm 3. Let the person/s know you are listening 4. Bring up your disagreement later 5. Avoid arguing or becoming disrespectful
<p>Giving Feedback</p>	<ol style="list-style-type: none"> 1. Look at the person 2. Use a pleasant voice tone 3. Begin with a positive statement, praise and/or support 4. Be specific about the behavior or feedback you are offering 5. Explain why the behavior is a problem 6. Listen to the other person's explanation. Avoid any sarcasm, name-calling, or "put down" statements 7. Offer a solution 8. Thank the person for listening
<p>Coping Skills</p>	<ol style="list-style-type: none"> 1. Student properly uses a skill learned in therapy.



STUDENT SKILL USE TRACKING SHEET

Student: _____

Level: _____

Date: _____

Agreements and Expectations	Location	Points Earned +	Points Lost -	Processing Points Earned +	Staff Comments *Point loss exceeding 199 points requires an incident report	Staff Signature
<ul style="list-style-type: none"> ◦ Follow Instructions and Rules ◦ Accept Feedback ◦ Respect staff/students 	Cabin	0 10 20	60 100	30 50		
	Breakfast	0 10 20	60 100	30 50		
	ACP	0 10 20	60 100	30 50		
	1 st /Activity	0 10 20	60 100	30 50		
	2 nd /Activity	0 10 20	60 100	30 50		
	3 rd /Activity	0 10 20	60 100	30 50		
	4 th /Activity	0 10 20	60 100	30 50		
	5 th /Activity	0 10 20	60 100	30 50		
	6 th /Activity	0 10 20	60 100	30 50		
	7 th /Activity	0 10 20	60 100	30 50		
	Lunch	0 10 20	60 100	30 50		
	Incomplete Activity Area	0 10 20	60 100	30 50		
	Dinner Activity Area	0 10 20	60 100	30 50		
	Cabin	0 10 20	60 100	30 50		
	Other Incidents of Point loss or gain		0 10 20	60 100	30 50	
		0 10 20	60 100	30 50		
		0 10 20	60 100	30 50		
		0 10 20	60 100	30 50		
		0 10 20	60 100	30 50		
COLUMN TOTALS					GRAND TOTAL	



GAITWAYS: Level System

Keep in Mind:	Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> - The student is responsible for their skill card. - The student will earn and lose points through interactions and skill use. - Skills must be passed off with Case Manager, therapist or Supervisor prior to a level up. - If your card is full, ask for another skill card. Keep both. - Deliberately destroying a skill card is a level 1 offense. - Staff and students work together to ensure the skill card is completed on a daily basis. 	Following Instructions	Following Instructions	Following Instructions	Following Instructions
	Accepting Feedback	Accepting Feedback	Accepting Feedback	Accepting Feedback
	Coping Skills	Accepting "No" for an Answer	Accepting "No" for an Answer	Accepting "No" for an Answer
		Completing Tasks	Completing Tasks	Completing Tasks
		Coping Skills	Accountability	Accountability
			Disagree Appropriately	Disagree Appropriately
			Coping Skills	Accepting Consequences
			Giving Feedback	
			Coping Skills	
	Total Points	999 or less	1000-3999	4000-8999



GAITWAYS: Seclusion Processing Sheet

Student _____ Level _____ Date _____

Level 1 Skills	Level 2 Skills	Level 3 Skills	Level 4 Skills
<ul style="list-style-type: none"> • Following Instructions • Accepting Feedback 	<ul style="list-style-type: none"> • Accepting No • Completing Tasks 	<ul style="list-style-type: none"> • Following Rules • Disagree Appropriately 	<ul style="list-style-type: none"> • Accepting Consequences • Giving Feedback
<p>My Goals: If it helps, write down 1 or more short-term goals to help you find a pathway back to stabilization.</p>			
Goal	What skills will I use?		Who can I ask for help?
Program Skills and Agreements			Student Initials
I will keep myself and others safe.	<input type="radio"/> Yes <input type="radio"/> No		
I will be compliant with my medications.	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A		
I agree to treat others with respect.	<input type="radio"/> Yes <input type="radio"/> No		
I will be honest with my staff.	<input type="radio"/> Yes <input type="radio"/> No		
I will not engage in violence or inappropriate behavior.	<input type="radio"/> Yes <input type="radio"/> No		
What did I do during Seclusion?			
<ul style="list-style-type: none"> ○ Process with staff ○ Therapy assignment/s ○ Role-play using skills ○ Used safety plan 			<ul style="list-style-type: none"> ○ Engage in physical activity ○ Utilize self-reflection ○ Use skills learned in therapy/groups
Skill/s used	What did I learn?		

Student Name _____ Student Signature _____ Date _____

Staff Name _____ Staff Signature _____ Date _____



GAITWAYS: SAFETY Planning Sheet

Student _____ Level _____ Date _____

Protective Factors	Why am I feeling unsafe today?		
Social Support	Who can I talk to or ask for support? Caretakers? Treatment team?		
Coping Skills	Which skills can I use to manage and problem solve?		
Sense of Purpose	What are my values and beliefs? Am I using these to help me?		
Physical Health	How can I improve my nutrition and physical activity?		
Self-Esteem	Can you overcome personal challenges? Why, why not?		
Healthy Thinking	Do you recognize your strengths and weaknesses? What are they?		
Program Skills and Agreements		Student Initials	
Level 1 Skills: -Follow Instructions -Accept Feedback	I will keep myself safe from self-harm and/or suicidal ideation.	<input type="radio"/> Yes <input type="radio"/> No	
	I will be compliant with my medications.	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
	I will communicate to staff/teachers if I feel unsafe.	<input type="radio"/> Yes <input type="radio"/> No	
	I will do my best to be honest with staff/teachers.	<input type="radio"/> Yes <input type="radio"/> No	
	I agree to treat others with respect and will not engage in violence or inappropriate sexual behavior.	<input type="radio"/> Yes <input type="radio"/> No	
Therapy Skill:			
Therapy Skill:			

Student Name _____ Student Signature _____ Date _____

Staff Name _____ Staff Signature _____ Date _____

C-SSRS Screening Tool	Instructions: Ask questions that are in bold and underlined.		Past Month	
			YES	NO
Ask Questions 1 and 2				
1) <u>Have you wished you were dead or wished you could go to sleep and not wake up?</u>				
2) <u>Have you had any actual thoughts of killing yourself?</u>				
If YES to 2, ask questions 3, 4, 5, and 6. If NO to 2, go directly to question 6.				
3) <u>Have you been thinking about how you might do this?</u> e.g. "I thought about taking an overdose but I never made a specific plan as to when where or how I would actually do it....and I would never go through with it."				
4) <u>Have you had these thoughts and had some intention of acting on them?</u> as opposed to "I have the thoughts but I definitely will not do anything about them."				
5) <u>Have you started to work out or worked out the details of how to kill yourself? Do you intend to carry out this plan?</u>				
6) <u>Have you ever done anything, started to do anything, or prepared to do anything to end your life?</u> Examples: Collected pills, obtained a gun, gave away valuables, wrote a will or suicide note, took out pills but didn't swallow any, held a gun but changed your mind or it was grabbed from your hand, went to the roof but didn't jump; or actually took pills, tried to shoot yourself, cut yourself, tried to hang yourself, etc. If YES, ask: <u>Was this within the past 3 months?</u>			Lifetime	
			Past 3 Months	

Did the student answer 'yes' to any of the questions in this screening? Yes No

What level of risk is indicated in this screening? CAT A (Low) CAT B (Moderate) CAT C (High)

CAT A	CAT B	CAT C
MPR & PPMR	MPR, PPMR or Staff to Staff if instructed by therapist	MPR, Staff to Staff, Need assessment with on-call therapist

<p>Student Name: _____</p> <p>Supervisor Name: _____ Date: _____</p> <p>Who (therapist) was notified the screening was completed along with the outcome?</p> <p>_____ Date: _____ Time: _____</p>

IF **CAT C/high risk** is indicated, the on-call therapist, within 24 hours or less of the supervisor's call, must complete the assessment in-person. If you do not hear from the on-call therapist within 2 hours, please contact the Clinical Director, Summer, at 801-793-0388.

Gaitways: Processing Sheet

Name: _____ Class Period/Time: _____ Date: _____

<i>Behavior/Problem being addressed today:</i>	
<i>Goal/s:</i>	
<i>How will I reach my goal/s?</i>	
<i>Who am I working with today to meet my goals?</i>	
<i>What did I learn while processing through this situation?</i>	
<i>Were my concerns/the issue resolved?</i>	

Student signature: _____ Date: _____

Staff signature: _____ Date: _____

Student Name: _____ Therapist: _____ Case Manager: _____ Date: _____

Level Evaluation [2 3 4] circle one

<i>Group Therapy (Group Leader)</i>			
Arrives to group on time	1 2 3 4 5	Respectful to group leaders	1 2 3 4 5
Proactive participant (good listener, appropriate body language, gives feedback, receives feedback)	1 2 3 4 5	Respectful to peers	1 2 3 4 5
Completes group homework/assignments	1 2 3 4 5	TOTAL:	
Group Facilitator Signature and Date: _____			

<i>Social and Relational (Case Manager)</i>			
Positive influence toward peers	1 2 3 4 5	Parent reports social calls are productive /appropriate	1 2 3 4 5
Appropriately manages peer conflict	1 2 3 4 5	Demonstrates respect toward <i>all</i> staff	1 2 3 4 5
Interacts well in cabin	1 2 3 4 5		
<i>Level 3/4 Expectations/Skills</i>			
Leads by example within their peer group	1 2 3 4 5	Completes daily tasks without arguing	1 2 3 4 5
Proactive and willing to help others	1 2 3 4 5	Demonstrates honesty and integrity	1 2 3 4 5
Is Accountable for actions	1 2 3 4 5	TOTAL:	
Case Manager Signature and Date _____			

<i>Clinical (Therapist)</i>			
Student actively participates in treatment planning, assessments, and sessions.			1 2 3 4 5
Student is showing improvement in completing treatment goals and making commitments to progress.			1 2 3 4 5
Student is showing improvement in relationships and across multiple environments.			1 2 3 4 5
Student has been assessed for elopement risk, risk of violence, suicide risk, and interpersonal safety. Student is eligible for 1:1 ratio transportation.			Yes/No
<i>Skill Use</i>			
1. Following Instructions/Rules	1 2 3 4 5	3. Disagree Appropriately	1 2 3 4 5
1. Accepting Feedback	1 2 3 4 5	4. Accepting Consequences	1 2 3 4 5
2. Accepting No	1 2 3 4 5	4. Giving Feedback	1 2 3 4 5
2. Completing a task	1 2 3 4 5	ALL: Coping Skills	1 2 3 4 5
3. Accountability	1 2 3 4 5	TOTAL:	
Clinician Signature and Date: _____			

<i>Behavior (Discipline)</i>	
Points are appropriate for the next level?	Yes/No
Does the Student have any incident forms/write-ups that would prevent level advancement?	Yes/No
Is the student open to feedback from discipline, staff, treatment team and teachers?	Yes/No
Is the student honest with the disciplinarian?	Yes/No
Does student have a zero balance on their account	Yes/No

Points required to advance [Level 2: 85 Level 3: 124 Level 4: 145] TOTAL: _____

Based on the evaluations (front and back), student meets criteria for next level: Yes No

Disciplinarian Signature: _____ Date: _____

*See Reverse
Revised: 04/25/2022*

Student Name: _____ Therapist: _____ Case Manager: _____ Date: _____

Academic Evaluation

- 1st PERIOD:
1. Student is incomplete in this class Y/N
 2. Works quietly from bell to bell 1 2 3 4 5
 3. On schedule for credit Y/N
 4. Respectful to teachers 1 2 3 4 5
 5. Classroom behavior 1 2 3 4 5
 6. Prepared and on time 1 2 3 4 5

Comments:

Teacher initials: _____ Date: _____

- 2nd PERIOD:
1. Student is incomplete in this class Y/N
 2. Works quietly from bell to bell 1 2 3 4 5
 3. On schedule for credit Y/N
 4. Respectful to teachers 1 2 3 4 5
 5. Classroom behavior 1 2 3 4 5
 6. Prepared and on time 1 2 3 4 5

Comments:

Teacher initials: _____ Date: _____

- 3rd PERIOD:
1. Student is incomplete in this class Y/N
 2. Works quietly from bell to bell 1 2 3 4 5
 3. On schedule for credit Y/N
 4. Respectful to teachers 1 2 3 4 5
 5. Classroom behavior 1 2 3 4 5
 6. Prepared and on time 1 2 3 4 5

Comments:

Teacher initials: _____ Date: _____

- 4th PERIOD:
1. Student is incomplete in this class Y/N
 2. Works quietly from bell to bell 1 2 3 4 5
 3. On schedule for credit Y/N
 4. Respectful to teachers 1 2 3 4 5
 5. Classroom behavior 1 2 3 4 5
 6. Prepared and on time 1 2 3 4 5

Comments:

Teacher initials: _____ Date: _____

- 5th PERIOD:
1. Student is incomplete in this class Y/N
 2. Works quietly from bell to bell 1 2 3 4 5
 3. On schedule for credit Y/N
 4. Respectful to teachers 1 2 3 4 5
 5. Classroom behavior 1 2 3 4 5
 6. Prepared and on time 1 2 3 4 5

Comments:

Teacher initials: _____ Date: _____

- 6th PERIOD:
1. Student is incomplete in this class Y/N
 2. Works quietly from bell to bell 1 2 3 4 5
 3. On schedule for credit Y/N
 4. Respectful to teachers 1 2 3 4 5
 5. Classroom behavior 1 2 3 4 5
 6. Prepared and on time 1 2 3 4 5

Comments:

Teacher initials: _____ Date: _____

- 7th PERIOD:
1. Student is incomplete in this class Y/N
 2. Works quietly from bell to bell 1 2 3 4 5
 3. On schedule for credit Y/N
 4. Respectful to teachers 1 2 3 4 5
 5. Classroom behavior 1 2 3 4 5
 6. Prepared and on time 1 2 3 4 5

Comments:

Teacher initials: _____ Date: _____

- AVERAGE:
1. Student is incomplete in this class Y/N
 2. Works quietly from bell to bell 1 2 3 4 5
 3. On schedule for credit Y/N
 4. Respectful to teachers 1 2 3 4 5
 5. Classroom behavior 1 2 3 4 5
 6. Prepared and on time 1 2 3 4 5

TOTAL: _____

Principal	Yes or No?	Notes
Has the student been out of class due to behavior/emotional dysregulation and received a level drop?	Yes/No	In the past two weeks if advancing to level 2, In the past month if advancing to level three or four
Is the student making progress toward credit and/or graduation requirements	Yes/No	<input type="radio"/> Student is behind in credits and isn't working <input type="radio"/> Student is behind in credits and is making progress <input type="radio"/> Student is on-track with their credit requirements

Any Incomplete will not be eligible for advancement higher than level two.

Principal Signature: _____

Date: _____