

THE DISCOVERY SCHOOL OF VIRGINIA, INC.

P. O. Box 1160,
Dillwyn, Virginia 23936

Type: Outdoor Residential School for Boys

Grades: 6th through 12th, ages 12-17

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STUDENT SERVICES

The Discovery School of Virginia is an outdoor residential school for boys. The School serves students who are experiencing emotional, behavioral, and learning problems. All students are physically able to participate in the outdoor living program and have at least an average IQ. Typically the students are considered emotionally immature for their age; however, they are able to function in a group setting and are capable of developing mutually supportive relationships. Most students are experiencing ongoing frustration or failure in the traditional or other non-traditional academic settings. Lack of success in school may arise from specific learning difficulties, attention deficits, hyperactivity, lack of motivation, poor study skills, behavior problems, or emotional disabilities. Other difficulties may originate from unresolved emotional, developmental, and/or family issues. Frequently, students have histories of acting out against school and parental rules. The outdoor environment is a constant teacher for the students and staff, offering challenges and the opportunities to experience tangible success. Emotional growth and education are interrelated as a student builds self-confidence and problem solving skills and learns to take responsibility for himself and his education.

RESIDENTIAL STRUCTURE

Students are assigned to a group of 10 boys and two adult group leaders. Each group lives on a campsite that is within walking distance of the central administrative area. A campsite consists of 8 to 10 semi-permanent cabin size tents that the group designs, builds, maintains, and replaces as needed. Expectations and responsibilities for group living are simple and are explained to each new group member. The daily routine, including meals, campsite maintenance, and personal hygiene, is established from wake up at 6:30 a.m. to lights out at 10:00 p.m. The group uses a majority vote process to determine work and recreational plans for each week. These plans are submitted in written form to the supervisory staff for approval. Each set of plans documents the daily routine and the activities in which the group has decided to participate and complete. Every student is a part of each phase of the plans, and every student plays an important role in the construction of his campsite. Within the group, problems are dealt with as they occur. Group meetings may be held any time during the day to organize the group, to resolve interpersonal issues, and to evaluate the group's performance after each activity. At 8:00 p.m. each day, a group meeting is held to evaluate the day and to deal with any unresolved personal and/or group issues.

ACADEMIC STRUCTURE

Students are initially enrolled in the experiential program to work on their emotional/behavioral goals and to prepare themselves for the formal academic program. Academic skills are progressively applied in meaningful ways as the group engages in making plans and carrying out projects and activities. Students earn the privilege of attending formal academic classes by recognizing, understanding, and demonstrating a willingness to deal with their emotional/behavioral problems in a mature and responsible manner. Individualized instruction is utilized once a student is attending formal classes. Since the educational needs and levels of the students are vastly different, students pursue their own course of study and work at their own level and pace. Self-direction, self-motivation, and independent learning are encouraged. An essential goal of the educational program is to teach the student to take full responsibility for his education.

EXTRACURRICULAR OPPORTUNITIES

While offering traditional recreational activities including basketball, football, soccer, etc. groups are able to plan, train for and participate in hiking, canoeing and caving trips. The School also provides opportunities to participate in community, social, and cultural activities on a weekly basis and to plan special outings to museums, historical sites, and other areas of interest, such as zoos, aquariums, colleges, local industries or state parks.

LICENSED BY: The Commonwealth of Virginia Department of Education

ACCREDITED BY: Virginia Association of Independent Specialized Education Facilities (VAISEF)

MEMBER OF: National Association of Therapeutic Schools and Programs

THE DISCOVERY SCHOOL OF VIRGINIA

Student Profile

A potential student for The Discovery School of Virginia (DSV) is between the ages of 12 and 17, is physically able to participate in our outdoor living program, has at least an average IQ, and, though often emotionally immature, is able to function in a group setting and capable of developing mutually supportive relationships. Most DSV students will have experienced ongoing frustration or failure in the traditional or other non-traditional academic settings. Lack of success in school may arise from specific learning difficulties, attention deficits and hyperactivity, lack of motivation, poor study skills, behavior problems, or emotional disabilities. Other difficulties may originate from unresolved emotional, developmental and family issues, which are frequently acted out through opposition to school and to school rules. Prospective students generally have been resistant and non-responsive to local clinical services, boarding schools and/or other therapeutic settings.

During the referral process potential students are often described as being impulsive, angry, and oppositional. Frequently they are demonstrating inadequate communication, problem solving and coping skills and an inability to resolve conflict or deal with pressure effectively. Other problems for students include: low self esteem, negative self image or a diminished sense of self worth; lack of self control or discipline; resistance to parental control; antagonism toward siblings; withdrawal or apathy in conventional social situations; a tendency to project blame and evade personal responsibility; chronic emotional stress; inability to make appropriate personal and social decisions; self-centeredness and manipulation; ongoing difficulty with authority figures and rules; alcohol and/or drug abuse; and running away. Many students have associated with a negative peer group or are aspiring to live unrealistic, irrational and contrary lifestyles. They may have committed minor delinquent offenses or may have been verbally or physically aggressive to a limited degree.

Family issues that are often affecting students include: marital conflict, parental separation, divorce, loss of parent or significant other through death, varying parental expectations and parenting styles, adoption, parents who are unable to provide for a child's particular special needs, multiple family moves, and other various family dilemmas.

The goal of placement is to reintegrate students with their families based on mutual respect, good communication, and effective problem solving.

ACADEMIC PROGRAM DESCRIPTION

The Discovery School of Virginia is licensed by the Commonwealth of Virginia's Department of Education and accredited by the Virginia Association of Independent Specialized Education Facilities (VAISEF), which has been recognized as a valid accrediting agency by the Virginia Council for Private Education (VCPE). The Discovery School's academic program offers year-round regular and special education at the middle and high school levels (Grades 6-12). Enrolled students pursue academic coursework which may 1) facilitate eventual transitions back to traditional public and private schools, 2) prepare the individual to earn a high school diploma through the Discovery School of Virginia or in special cases, 3) prepare the individual to take the GED exams.

The essential goal of the academic program is to teach each student to take responsibility for his education and to respect it as a privilege. The process of earning school hours encourages a sense of motivation that is further fostered by positive pressure from peers and staff in the student's group. In order to address the varied needs of its student population, the Discovery School provides classes in the formal academic setting throughout the calendar year. One-to-one instruction permits rolling course admissions and multiple class periods in a single subject. Positive and proactive classroom disciplinary procedures are integrated with the group therapeutic program. Thus, motivation is also fostered by the chance to successfully achieve one's goals.

A new student is first enrolled in the ongoing experiential program to work on his emotional/behavioral goals and to prepare himself for the formal academic program. The experiential program stresses fundamental living and basic academic skills, for which students are eligible to receive credits upon successful completion of the program. Students apply academic skills in practical, relevant ways as the group plans and carries out its activities. Credits that may be earned as part of the experiential program include 1) Health and Physical Education, 2) General Sociology, 3) Home Economics, and 4) Industrial Arts.

The formal academic program at the Discovery School offers grade level credit courses in the following core content areas: 1) English/Language Arts, 2) Mathematics, 3) Science, and 4) Social Studies. Remedial courses are also offered, as well as specialized reading and spelling classes. Curriculum objectives reflect emphases consistent with Virginia's Standards of Learning, but can be modified to reflect specific needs of individual learners. Thus, individual academic programs may be tailored to address specific deficits in a student's background as well as to offer enriched material in areas of strength. Small class size (typically between 3 and 7) and individualized instruction facilitates concept mastery by encouraging students to progress rapidly when possible or to spend extra time when needed.

Students earn formal classes by increasingly challenging themselves academically and behaviorally. Within his first few weeks at the Discovery School, a student selects and reads an appropriate novel and completes a book report for submission. After he has been in the program for 4 weeks he requests from his group the privilege to attend formal school. The student begins with one daily class and is eligible every four weeks to request an additional daily class until he earns 5 classes per day. A sixth daily class is available to students who have been in the program for over ten months and who have demonstrated significant progress in motivation. The classroom teachers meet weekly to discuss and determine which eligible students have shown the necessary progress to earn requested school hours. Students who do not earn new school hours are given specific feedback to help them earn the new class by the following week.

In addition to classroom instruction, the Discovery School seeks to accommodate students, parents, and placement agencies in providing additional academic services when possible. These services may include referral for educational evaluations, transportation to SAT/GED tests, achievement testing, and college guidance.

RECOVERY DYNAMICS

Addiction to drugs or alcohol is considered a mental, physical, and spiritual illness. Recovery from addiction is a life-long process. At the Discovery School of Virginia the residential group and a special activities group called Recovery Dynamics are integrated to treat students with a history of addiction. Recovery Dynamics is a systematic program that instructs students how to apply the twelve steps of recovery found in the book, *Alcoholics Anonymous*. It is also an educational program that teaches the history of the twelve steps, the different fellowships that use them, how to find a sponsor and what a sponsor is, and how to find meetings in different localities.

Students having histories of drug and alcohol problems are welcome to join Recovery Dynamics throughout their enrollment. Participation is voluntary. It is The Discovery School of Virginia's belief that when students come willingly to Recovery Dynamics they invest more in their recovery.

Recovery Dynamics meets two to four times a week for 30 to 45 minutes per session. Each meeting is structured around the 12 steps and the history of recovery. Students participate by sharing their experiences, listening to others, reading about and asking questions concerning recovery, and taking personal steps toward recovery. In the course of their work students may attend off-campus Open Speaker Meetings or an AA workshop.

Since the root of addiction is based in selfishness, dishonesty, resentment, and fear, it is just as important that students learn to form healthy relationships in the group by sharing themselves and giving to others as it is for them to learn how to believe in a higher power. Together with the challenge and support of the residential group and the teachings of Recovery Dynamics, students at the Discovery School of Virginia are able to realize the nature of addiction and the debilitating effect that drugs and alcohol can have on their lives. Students' experiences in Recovery Dynamics are designed to help them accept the solutions that treat addiction and to begin their personal journey of recovery.

THE DISCOVERY SCHOOL OF VIRGINIA, INC.
TUITION RATES FOR FISCAL YEAR 2012
(January 1, 2012 through December 31, 2012)

| | |
|------------------------|---------------------|
| PER DIEM RATES: | |
| Educational Services | \$80.00 |
| Residential Services | 51.00 |
| Room and Board | <u>31.00</u> |
| TOTAL PER DIEM | \$162.00 |

| | | |
|--------------------------------|---------------------|-------------------|
| MONTHLY BILLING TOTALS: | | |
| Tuition is billed monthly and | 28-DAY MONTH | \$4,536.00 |
| calculated by multiplying | 30-DAY MONTH | \$4,860.00 |
| number of days enrolled | 31-DAY MONTH | \$5,022.00 |
| by the per diem. | | |

| | |
|----------------------------------|--------------------|
| TOTAL COSTS FOR 12 MONTHS | \$59,130.00 |
|----------------------------------|--------------------|

- Additional expenses billed if incurred, including but not limited to:**
- Clothing and personal items
 - Haircuts
 - Weekly allowance
 - Medical visits and medications
 - Transportation for home visits and contract services
 - Gear and equipment not supplied by parents
 - Psychiatric or psychological visits not provided within the daily charge
 - Vision care, including glasses or contact lenses and supplies
 - Damage done to program or another person's personal property

DIRECTIONS TO THE DISCOVERY SCHOOL OF VIRGINIA

FROM THE EAST

I-64 West to Richmond.
Exit onto 288 South.
continue below. . .

FROM THE NORTH

I-95 South to Richmond; Exit onto I-295 West.
Exit onto I-64 West; Exit onto 288 South.
Exit onto 60 West.
Stay on 60 West to Sprouse's Corner.
At light turn right onto 15 North.
Go 6.5 miles.
Turn left onto state road 617.
Go 2.5 miles and the School's driveway is on
School's the right.

FROM THE WEST

Take 460 East to Appomattox.
Take 24 East into Buckingham County.
Take 60 East to Sprouse's Corner.
At light turn left onto 15 North.
Go 6.5 miles.
Turn left onto state road 617.
Go 2.5 miles and the School's driveway
is on the right.

FROM WESTERN MARYLAND

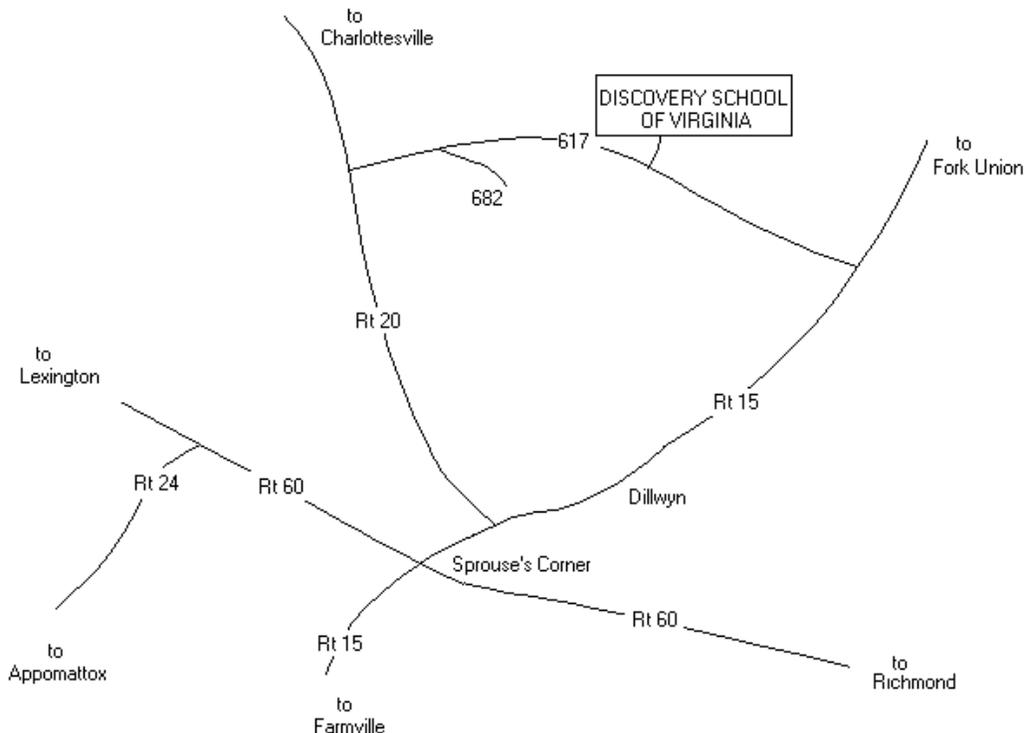
Take I-81 South to Staunton.
Exit onto I-64 East.
Exit onto 20 South (the Monticello exit).
continue below. . .

FROM CHARLOTTESVILLE

Take 20 South to Buckingham County.
Through Scottsville/cross the James River
into Buckingham County.
Cross the Slate River.
Turn left onto state road 617.
Bear left at the fork (stay on 617).
Go 2.8 miles from the fork and the
driveway is on the left.

FROM RT'S 29 & 15 SOUTH

Take I-66 West from I-495.
Exit onto 29 South at Gainesville.
Exit onto 15 South at Orange.
Through Fork Union/cross the James River
into Buckingham County.
Go approximately 10.3 miles.
Turn right onto state road 617.
Go 2.5 miles and the School's driveway
is on the right.



THE DISCOVERY SCHOOL OF VIRGINIA PARENTS' MANUAL

Mailing Address:

P.O. Box 1160
Dillwyn, VA 23936

UPS/FedEx Address:

Discovery School
2697 Copper Mine Rd.
Dillwyn, VA 23936

Business Numbers:

Phone: 434-983-5616

Fax: 434-983-5617

After Hours Emergency Numbers:

John Outland: 434-286-2522

Steve Welsh: 434-315-3109

Steve Dufort: 434-983-8527

Chris Yates: 434-286-3632

Allan Jacobson: 434-983-1445

Don Williams: 434-983-3348

Nikki Thorpe 804-317-7211

Brandon Nuckols 434-315-3829

Mike Forman 434-286-3309

Mark Mellusi: 434-286-3803

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I. INTRODUCTION

The Discovery School uses the group problem solving process and the natural environment to assist with a young person's positive development. The peer group is a natural phenomenon and provides a more positive group experience to counter effects of a negative or non-existent group experience. The natural environment allows for circumstances that stimulate positive actions and provide an immediate cause and effect relationship that cannot be avoided. The goal of the group is to help members gain the self-esteem, maturity, self-control, communication skills, and problem solving strategies they need to be successful in their family, school and community.

Parents play an important role in their child's progress and development at The Discovery School. This handbook provides parents with basic information about The Discovery School and gives ways they can support their child's placement. Parents are encouraged to use this handbook as a guide and reference source and call or write their family worker anytime they have questions or concerns.

II. THE STUDENT AND THE GROUP

When new students enroll in the School they are assigned to a group and introduced to the other group members. During this introduction, the staff seeks to make the student feel welcome and other group members help the student become accustomed to group life. The introductory meeting ends with a group yell (shouting the group's name in unison) followed by the group members shouting "welcome" to the student.

Group Meetings

Group meetings are the primary means by which the students resolve differences, gain greater insight into their behavior, receive feedback from peers and staff, and take care of group business. A student or a staff member can request a group meeting at any time. When a group meeting is called, the group stops the planned activity, sits down in a circle, and talks through the issue at hand. There is also a group meeting held at 8:00 p.m. each evening. This eight o'clock group meeting helps to ensure that the students go to bed with differences resolved and with a sense of group cohesiveness. All group meetings are concluded with a group yell.

Restriction

A student may occasionally break a basic School or group agreement. Usually such problems can be resolved through the group meeting process. In other cases the School uses restrictions or consequences for inappropriate behavior. Each consequence is seen as an opportunity for a student to set goals to modify problem behavior and enhance relationships with peers and staff. A student sets up goals in order to earn getting off restriction. For a more detailed description see Appendix E.

Dress Code

The Discovery School's dress code requires that clothing be free of references to alcohol, drugs, sex, musical groups, and any other negative symbolism. When a student enters an administration building, the dining hall, or the school house, the following dress code guidelines apply: hair combed; face and hands clean; clothing is relatively clean, with any holes patched; shirt with sleeves, buttoned and tucked in; pants

worn with belt; and shoes and socks worn, with shoes tied. Shorts must be hemmed and be at least mid-thigh length. When going off-campus, the student must follow the same guidelines, and must also shower and wear clean dress clothes. Jewelry or other accessories must be approved by program staff.

Medical Needs

Residential staff are trained in Standard First Aid and CPR. If a student requires a doctor's attention, services are available locally in the town of Dillwyn, Virginia through Buckingham Family Physicians (434)983-2722; Central Virginia Community Health Center (434)581-3271; or Cumberland Medical Center (434)492-9086. Medication Management is provided by Dr. Miriam Halpern (585)503-6667 or the Child and Family Psychiatric Clinic at the University of Virginia 434-243-6950. Prescriptions are filled by the Dillwyn Pharmacy (434)983-2013. Dental and orthodontic services are available through Dr. Wes Saxon's practice (434)983-2600. Hospitals and specialists in Charlottesville, Farmville, and Richmond are also used. Students are required to have annual physical and dental check-ups. Parents may choose to have these done while the student is on a home visit by a family doctor or dentist or have the School schedule an appointment at a local facility. If a student has a medical emergency or is involved in an accident, parents will be notified as soon as possible (please review *Emergency Treatment and Physical Exam* in Consent for Admissions form).

Student's Rights and Responsibilities

Student's rights are reviewed with the student at enrollment and then at six-month intervals (see Appendix D).

Religion

The Discovery School is not affiliated with any religious organization; however, groups usually attend local churches on Sunday. A student's choice not to attend a church service is respected.

III. GROUP LIVING

The student is with the group at all times during the first few months at The Discovery School. Below is a brief description of the student's activities during this period.

Practical Life Skills Training

Before students are enrolled in the classroom-based academic program, they begin participating in a Practical Life Skills curriculum. This includes studies in General Sociology, Industrial Arts, Home Economics, and Physical Education. Students participate in problem solving, building and maintaining campsites, planning and cooking meals, and various athletic and outdoor recreational activities.

Daily Plans and Activities

On Tuesday afternoon, groups meet and plan their schedule and activities for the upcoming week. Plans are determined by a majority vote and must be approved by the administrative staff. Typically each day's activities are balanced between work and play. Work projects center around campsite development and maintenance; play activities include a wide variety of non-contact sports and games. The typical day follows this schedule:

6:30 a.m. The group wakes up.

6:30-7:00 The group gets dressed, makes their beds, and straightens their personal areas.

7:00-7:30 The group completes campsite maintenance chores (i.e. rake trails, rake tent floors, re-set campfires, clean lantern globes, clean and disinfect privy, clean cooking area) and walks up to the lodge.

7:45 The stacker bell rings. Two group members set the breakfast table.

8:00 The breakfast bell rings. The group enters the dining hall and eats breakfast.

8:20-8:40 The group finishes breakfast, stacks the dishes, and clears and cleans the table.

8:40-9:00 The group reviews their plan for the morning, and each member shares their personal goals for the day.

9:00-9:15 The group is dismissed from the lodge and organizes the planned activity for the day. Group members with class at 9:15 go to school. Throughout the day each group member who has earned the privilege attends classes as scheduled with their teacher, then returns to group and joins in the planned activity.

9:15-12:00 The group follows through with planned activity.

12:15 p.m. The stacker bell rings. Two group members set the lunch table.

12:30 The lunch bell rings. The group enters the dining hall and eats lunch.

12:50-1:00 The group finishes lunch, stacks the dishes, and clears and cleans the table.

1:00-1:15 The group reviews morning plans and reviews the plans for the afternoon.

1:15-1:30 The group is dismissed from the lodge and organizes for the afternoon activity. Group members with a 1:30 class go to school.

1:30-5:00 The group follows through with planned activity. Showers are scheduled for either the late afternoon, the early evening, or the early morning.

5:15 The stacker bell rings. Two group members set the supper table.

5:30 The group enters the dining hall and eats supper.

5:50-6:00 The group finishes supper, stacks the dishes, and clears and cleans the table.

6:00-6:30 The group reviews accomplishments for the day and each group member evaluates their personal goals of the day. Time is set aside to give special recognition to group members who worked especially hard on a goal throughout the day, who showed significant concern for others, or who did more in some important way than usually is expected of them.

6:30-6:45 The group is dismissed from the lodge and organizes for the planned activity. Evening activities are usually leisure or recreational in nature.

8:00 The eight o'clock group meeting begins. This group meeting is used to reflect upon the day, to wrap up any conflict that did not get resolved during the day, to address ongoing problems and major group issues, to evaluate the group's performance and individual group members' progress, to look at how relationships are developing within the group, and to talk about personal goals for the next day. The goal of this group meeting is to make sure everyone goes to bed with an idea of what they want to accomplish the next day and no one goes to sleep angry.

9:00-11:00 The eight o'clock group meeting ends. The group yells good-night to the other groups on campus. Lights-out is 20 minutes after the group yells.

Cookout

Wednesdays and Thursdays are cook-out days. On cook-outs the group prepares and eats meals at campsite. Two group members are the cooks each week. The cooks work with a budget and develop menus for the six meals. Cooking responsibilities include ordering the food, preparing the food, serving the meal to the group, and then cleaning up the dishes and table. Cooking responsibilities and morning campsite maintenance chores are rotated weekly among the group members.

Night Out

Part of each week's plan is a night-out. Night-outs usually occur on Wednesday or Thursday evening and may involve the group visiting a nearby city. Activities include shopping and some type of recreational activity, such as skating, going to a movie, bowling, or visiting a staff member's house.

Trips

Groups may also plan extended hiking and canoeing trips in which they are responsible for developing all plans for menus, equipment, routes, and financial needs. All trip plans are reviewed and approved by administrative staff. For any trip over four nights, a permission slip is sent to parents giving all information about the trip. These extended trips are an integral part of the overall program.

Transportation

Transportation for off-campus activities is provided by School staff whom are approved by the Director to transport students. As a part of each staff member's training, information regarding proper driving and strategies to maintain students' appropriate behavior while being transported is reviewed.

IV. ACADEMIC CLASSES

Students are in the group for thirty days before becoming eligible to enroll in the classroom-based academic program. After the initial thirty days students must seek and gain the recommendation of their group indicating they are ready to start academic classes. Before beginning classes, the student must choose and read a book and write a book report as application into the formal school; this is an indicator of the student's seriousness and commitment. Classes are small and instruction is individualized. These small classes allow students to work at their own level and pace and to receive consistent support from the teaching staff.

A student begins with one class a day. Additional classes may be requested each month thereafter. Receiving additional classes is contingent on the student's behavior in school and in the group and must be approved by school, group, and administrative staff. A student may earn a total of six classes. The curriculum includes: remedial instruction, grade-level instruction, and GED preparatory classes.

There are three long-term educational options open to a student: ← complete the necessary courses in order to return to an age appropriate grade level in high school; ↑ complete the necessary courses to obtain high school diploma; or → prepare for and take the GED exam. The decision on the academic goal is reached through discussions among the program staff, student, parents, and placing agency.

After a student has entered the classroom-based academic program, course work will be evaluated quarterly by the teachers. The general areas of evaluation will cover the student's mastery of the subject matter, work habits, and attitude and behavior in school. A student will always be given the opportunity to discuss or respond to the teachers' evaluations. Parents will receive copies of these reports.

V. PARENTAL INVOLVEMENT

While a student is working for the Crest and the opportunity to earn regular visits home, it is important that parents remain emotionally supportive (please review Parent/Guardian section in Consent for Admissions form). A few suggestions for providing this support are listed below:

Family Worker

A family worker is assigned to each group and functions as the case worker for each student in that group. The family worker is the primary contact person for parents and agency representatives. When a student enrolls it is suggested that parents establish regular phone contact with the family worker to discuss their child's progress. Students are not allowed to use the phone. When parents have a question or a concern, they are encouraged to call the family worker. This is a good way to stay involved and informed. It is also important that parents openly air any grievance they may have (see Appendix B). The family worker will call periodically for information about the student's history and family relationships, to discuss significant progress (e.g., starting academic classes, earning the Crest) or problems in the group (see Appendix F), to schedule special parent\student events, and to inform parents of the student's medical needs.

Individualized Service Plan (ISP) and Individualized Education Plan (IEP)

Within the first thirty days of enrollment an Individualized Service Plan (ISP) is developed. The ISP is reviewed quarterly during progress review team meetings. This plan includes a narrative of the student's needs, strengths, current level of functioning and the goals, objectives and strategies developed to address issues in the areas of socio/behavior, academics, and family functioning. Parents are invited to attend the meeting to develop this plan. Others invited are the authorized public school representative, placing agency representative (if applicable), group supervisor, teacher, and family worker. When a student who is eligible to receive special education support enrolls, the student's Local Education Agency (LEA) conducts an Individualized Education Plan (IEP) meeting to discuss and plan for the student's education over the upcoming year. To assist the LEA in this process, staff notify the LEA superintendent's office of the student's placement and work with the LEA to schedule a meeting time. Generally, the IEP meeting will be held at the same time of the ISP meeting since service plan meetings typically already include parents/guardians, staff, and the student as appropriate. Furthermore, the IEP serves as part of the ISP's academic service plan. The LEA writes an IEP on its own paperwork, but may in advance request present level of performance input, as well as suggestions for goals, modifications, etc. Should the LEA authorize the staff to conduct the IEP meeting on its behalf, the staff will request the LEA's IEP forms as well as guidance on their completion.

Thirty-Day Report & Quarterly Reports

An initial thirty-day report is prepared outlining progress in academics, behavior in the group, and interaction with family. Similar reports will be prepared every three months. The family worker, a group staff member, and a teacher will form a progress review team to meet with the student prior to each report. The team will discuss the student's development in each area, evaluate previous goals, and set new goals. These reports are mailed to parents and any involved agency.

Visitation

On-campus visitation by parents with their child is limited to Family Conferences as described below:

Family Conferences

In order to evaluate a student's progress, prepare for family visits, and plan for the student's eventual return home, parents and family workers will schedule periodic on-campus conferences. The first conference is scheduled sometime after the initial sixty days of enrollment. This conference is planned when the treatment staff believe that a student is sincerely ready to start resolving family related issues. A

second conference is scheduled prior to the student's first off-campus family visit. Subsequent conferences are scheduled as needed to evaluate a student's progress and/or to facilitate resolution of family related issues. Participants in the conference include the student, parents, group staff, and family worker. Teachers may be asked to join if specific educational issues are to be discussed. On the day of the initial conference, some time is set aside for parents and students to visit and tour campsite. If possible, it is requested that parents join the student's group for a meal.

Clothing

If a student requires additional clothes, parents are contacted by the family worker. Parents can either purchase the clothes and mail them or have the School purchase the clothes and be billed. Clothes should not be sent without first checking with the family worker. The Discovery School is not responsible for a student's personal possessions (please review *Clothing and Personal Items Inventory* in Consent for Admissions form, and *Clothing Inventory*, Appendix H).

Letters and Packages

Students enjoy receiving letters from family members and keeping up with general information about the family and home life. If there is a serious family incident shared in a letter, it is helpful to inform the family worker ahead of time. This allows staff to anticipate the letter and be sensitive to the student's reaction. Before mailing a package, please review *Mail* in Consent for Admissions form.

VI. THE CREST

The Crest is looked upon as an outward sign of the student's inward change. Please review *The Crest* in Appendix A. There are two basic steps for a student to earn the Crest:

1. The student asks the group for a "recommendation." The group votes on the basis of the student's sincere efforts to make some basic changes in attitude, behavior, and relationships. The recommendation is gained when a majority of the group votes in favor of the student's readiness for the Crest.
2. The student "writes in" asking the staff for the Crest. The staff votes during the weekly staff meeting. Crests are usually awarded after meals when all students and staff are assembled in the dining hall. The goals met and the changes made by the student are affirmed by staff when the Crest is presented.

Family Visits

Once a student has earned the Crest the student is eligible to earn regular family visits. Family visits are planned to help students reintegrate with their family and community. Rather than being considered a vacation from the School, family visits are viewed as an opportunity for the student and family to develop better communication, learn to problem solve jointly, and to handle crises more effectively. It is also a chance for the students to apply what they have learned at the School and begin to manage their life better.

For each family visit, students develop goals concerning their behavior, feelings, and attitudes regarding their family situation. Students share these goals with their parents at the beginning of the family visit and evaluate each goal at the end of the visit. Students need the support and guidance of their family so that the progress they have made in the School transfers to the family setting. Following a family visit, the student will evaluate the visit with the group staff while the parents evaluate with the family worker. With this feedback the student can make tentative plans for the next family visit.

Initially the student can earn a visit every four weeks. These early visits help the student and family reconnect and get to know each other in a new way. In order to keep the focus of the visit on the family, the following guidelines are recommended: 1. no telephone calls to or from peers, 2. no personal contacts with peers and 3. activities away from parents are to be supervised by an adult family member or approved responsible adult. Parents are encouraged to add these guidelines to their existing family rules for the first few family visits. As the student progresses with his family and is able to earn visits with increasing frequency (i.e. every three weeks, then every two weeks), these guidelines can be amended to correspond with the student's personal growth and maturity.

VII. Personal Growth Activities

Recovery Dynamics

Recovery Dynamics is a twelve-step program that addresses addiction. It includes a study of the people, history, literature, and steps of Alcoholics Anonymous. The students participating in group sessions are asked to challenge and motivate themselves toward their own recovery. Participation is voluntary.

On Campus Vocational Experience

On-campus positions are available to students who are interested in gaining an employment experience. To be considered for a vocational position, the student must complete an application and have the approval of staff. Each position is designed to help a student learn good work habits and the importance of cooperation and complying with supervision. A nominal incentive compensation is provided that is increased according to the student's experience and development.

VIII. PROGRAM COMPLETION

Length of Stay

The average length of stay ranges from 14 to 18 months. The strongest predictor of a student's success is the time he spends in the therapeutic environment.

Readiness for Discharge-see Stages of Enrollment in Appendix A

Readiness for discharge is based on a student's progress in the group, academic, family, and community settings. In the group a student's maturity, self-esteem, self-control, communication skills, initiative with problem solving, relationship development with peers and adults, and willingness to take responsibility for self are indications of personal and social growth. Educational readiness can be assessed by concrete academic goals and achievements. A successful adjustment home can be determined by evaluating the student's progressive home visits and the resolution of past and current family issues. A good sign that a student is ready to return home is when typical parent/child problems arise on home visits and both parent and child feel comfortable and successful in resolving the conflict. In the community setting, good decision making, appropriate selection of peer group, trustworthiness, and open communication with parents about social difficulties are also good indicators of student's readiness for discharge.

Prior to discharge it is important that students demonstrate that they can adapt and transition what they have learned in the highly structured environment of The Discovery School to the less restrictive home, school, and community settings.

Emergency Discharge

The School makes every effort to work with students toward a successful completion of their placement. In certain circumstances, however, it is important for the continued health, safety, and welfare of certain students that they be discharged prematurely. The School reserves the right to discharge a student for the following reasons:

1. serious suicidal gesture;
2. chronic suicidal ideation;
3. chronic run away;
4. serious destruction of property;
5. auto theft;
6. arson;
7. medical problems that prohibit participation in ongoing group activities;
8. no significant progress toward completion toward group, academic or family goals;
9. significant evidence of sexual acting out;
10. the student is thought to be a serious threat to the health, safety, and welfare of staff or students.

Developing Post-Program Plans

The School begins developing post-program plans when the student enrolls. The thirty-day initial report as well as each subsequent progress report contains sections devoted to post-program plans. These plans become more specific as a student progresses through the School. Parents and the placing agency play an important role in developing these plans.

Discharge Conference

On the day a student leaves the School, a meeting is held with the student, parents, staff, and group. This meeting not only helps the student and parents celebrate successful completion of their placement, but serves to focus on life after The Discovery School.

After-Care

Alumni are encouraged to make informal contact with School staff by phone or letters. On a monthly basis, staff are willing to meet with families after a student's discharge to facilitate their transition.

Follow-up of Discharged Students

Staff will contact discharged students after completion of the program in order to monitor their adjustment home. Staff will call at 30 after discharge. Problem Evaluations Inventories are sent out at 6 months and 2 years after discharge. Discharged students and their parents are also encouraged to call or write periodically to discuss their concerns about transition.

APPENDIX A – STAGES OF ENROLLMENT

Stated Purpose of Enrollment: To affect positive change (emotional growth and academic achievement) in a student's problematic behaviors and attitudes.

Most students have been provided the various counseling and supportive services available in their communities and schools, but have also proven particularly resistant to change in their responsibility, openness and motivation. In order to foster lasting change for the services resistant student, his or her opposition to change must be consistently confronted over a significant period of time. Enrollment in the Discovery School of Virginia is designed to address the challenges presented in helping change resistant students become productive members of their families and communities.

The process of positive emotional growth is similar to riding a roller coaster in that resistance to change frequently increases and decreases depending on what a student is experiencing at the time. However, in the structured group and academic setting a student's progress, what he or she is experiencing throughout enrollment and his or her readiness to return home is apparent within the six stages of enrollment as defined below.

STAGE 1:

Adjustment to the Group Setting-presenting resistant to change:

- Acting out underlying feelings-anger, depression, anxiety, insecurity, self-doubt, inadequacy, sadness
- Poor anger management – resentful, irritable, moody, defiant, easily frustrated, argumentative, passive-aggressive, verbally inappropriate, physical aggression, disrespectful, bravado, threatening, non-compliance, stealing
- Employing immature coping strategies-remarkably egocentric, impulsive decision making, unable to manage stress effectively, projecting blame, minimizes problem behaviors, defensive, deceitful, running away, failure to learn from experience, overly dramatic and reactive
- Lacking of self esteem, self-worth and confidence-poor social skills, avoids self disclosure, difficulty trusting others, fears not being liked, engages in self-defeating behaviors, takes on a victim role, avoids interpersonal conflict, refuses to try new coping strategies, withdrawal, functioning with a rigid and faulty belief system
- Lack of empathy and conscience- excessively manipulative, not responsive to the group problem solving process, mistreatment of others, disparages others to gain status, presents differently for adults than with peers, under-developed or out-of-order conscience
- Disorganized-unable to meet time limits, does not adequately complete daily chores, has difficulty paying attention, demonstrates poor personal hygiene, fidgety
- Inappropriate attention getting-seeks negative peer relationships, promotes anti-authority attitude, excessively approval oriented (peers or adults), takes on clown role, talks inappropriately about sexual matters, excessive interrupting, annoys and is easily annoyed
- Testing adult limit setting-requires frequent individual staff interventions (i.e. time out, out of group, physical restraint), writing angry and/or manipulative letters to parents
- Substance abuse issues-denial, justification and glorification of past and planned future drug and alcohol use

Adjustment to the Classroom Setting-earns the group's recommendation for classroom privilege and reads book and submits book report to teachers to gain classroom privilege. Initial excitement about being in the classroom followed by manifestation of student's past classroom behaviors:

- Poor academic attitude-insecure, arrogant, defensive about past failure, excessively anxious about others' negative perceptions of learning difficulties or educational deficits, avoids subject matter testing, does not

ask for help, attempts changing subject to get out of work, takes too long or does not complete assignments, avoids feedback

- Poor classroom skills- unorganized, disruptive, interrupts, slow, tardy, fidgety, not prepared, sloppy work, poor personal hygiene, unable to meet time limits, does not pay attention, easily distracted, inappropriate comments, unaware of voice volume, disrespectful, bravado, non-compliance
- Classroom defiance-not listening, not following instructions, lack of eye contact, lack of focus, low motivation, disrespect of school property, graffiti, sneaky, stealing, tries to be a class room clown, resistant to daily expectations, mistreats teachers, tests adult directives, requires frequent behavioral school conference or is sent back to group during class period , assignments late and/or illegible

Adjustment to Family Setting-student interactions with family limited to correspondence. Staff establish weekly contact with parent. Student's past patterns of behavior at home include:

- Community Services-Non-responsive to available community or other conventional interventions; oppositional to parental expectations and household rules
- Self Evaluation-Denial of presenting problems; projecting on blame on parents; uncommunicative with parents
- Interaction with Parents-Wedge, manipulate, and triangulate parents ; assume considerable power in the family setting, withdrawal from family activities
- Interactions with siblings-treating siblings poorly; poor role model for siblings
- World Perspective-maintaining an Irrational world view; unrealistic future plans; living a contrary lifestyle
- Peer Group-Maintaining a negative peer group; ongoing difficulty with community authorities; truancy
- Extra-curricula Activities-have participated in, excelled at and quit positive activities such as athletics, Scouts, church
- Family History- divorce, separation, marital discord, loss of significant other, permissiveness, differing parenting styles, lack of consistent limits and expectations, absentee parent

STAGE 2:

Assimilation to the Group (resistance to change continues, but starts making superficial behavioral adjustments):

- Begins learning group norms
- Begins learning daily responsibilities
- Participating minimally in group setting and practical life skills activities
- Dependent on group and staff for frequent redirection and support
- Starts individualized instruction in the classroom
- Decreasing resistance to group feedback
- Increasing compliance with group norms
- Avoidance of interpersonal conflict
- Beginning to participate in group problem solving
- Beginning to develop personal growth goals, but lacking follow-through
- Increasingly responsive to staff limit setting
- Decreasing frequency of individualized staff interventions
- Increasingly able to represent self positively in public
- Participating moderately in group setting and practical life skills activities
- When substance abuse is an issue, beginning to acknowledge problematic behavior and beginning to participate in on-campus recovery program.

Assimilation to the classroom:

- Increasing number of classroom hours
- Continuing to test teacher directives, but beginning to learn and comply with daily expectations
- Motivation is inconsistent
- Focus is inconsistent, but decreasingly distracted by others in the classroom
- Minimal participation in daily goal setting and scheduling
- Overly dependent on teachers for direction and support
- Increasingly willing to communicate with teachers, but continuing to avoid overt conflict
- Decreasing defensiveness when hearing feedback about completed assignments
- Improving basic study skills and legibility of work
- Beginning to attempt to work independently
- Beginning to develop personal classroom goals, but lacking in follow-through
- May need to be sent out the classroom for behavior issues, lack of motivation or poor attitude

Assimilation to Family Setting:

- Increasingly positive correspondence with family and friends
- Beginning to identify the negative impact having on family
- Beginning to acknowledge responsibility for some problematic behaviors in the community
- Beginning to express a desire to share positive time with family
- Beginning to express remorse for negative impact on family
- Willingness to listen to parents and share feelings
- Initial on-campus family visit

STAGE 3:

Group Progress- working toward and earning of Crest-(resistance to change decreases in order to gain concrete reward. The Crest is the concrete reward. The attitude change in particular being rewarded is the sincere acknowledgement by the student that his or her problematic issues and subsequent change of behavior is his or her responsibility. Besides immediately enhancing self-esteem and status within the group the Crest comes with additional trust, responsibility and opportunity. The student is able to have a written pass to leave staff supervision for a specific task, is able to earn regular week-end home visits and may apply for and gain an on-campus vocational experience. Specifically, the Crest is a cloth patch that is an outward symbol of inward change. The patch is worn on a dress shirt for off-campus and public relations activities.)

- Increased reliance on staff for feedback and support
- Decrease in frequency of individual staff interventions
- More realistic self evaluation
- Increasing participation in the group problem solving process
- Willingness to acknowledge problematic behaviors
- Learning and implementing more appropriate anger management strategies
- Beginning to interact with peers in a more positive manner
- Increased motivation during group setting and practical life skills activities
- Individual investment in the group's success-volunteering
- Increasing goal setting and improved follow through
- Increasing able to present self and information about the program to guest
- When substance abuse is an issue, increasing participation in on-campus recovery program and beginning to attend off-campus 12 step meetings

Classroom Progress:

Increasing number of classroom hours
Decrease in frequency of incidents resulting in being sent out of classroom
Motivation and focus becoming increasingly consistent
Increasing realistic self-evaluation
Increasing participation in daily goal setting and scheduling
Increasing organizational skills
Increasing willing to acknowledge problematic classroom behaviors and attitudes
Increasingly productive and positive interactions with teachers
Increasingly responsive to instruction and support from teachers
Improving study skills and completion of home work assignments
Improving stress management strategies
Increasing investment in academic success

Family Progress-working toward and earning Crest in order to start regular home visits:

- Increasingly open about family related issues during group problem solving process
- Improving correspondence with family
- Increasing accountability for role in family
- Increasing acknowledgement that peers relationships in the community need to change
- Initial opportunity to spend time at home
- Regular conferences with family to develop household rules, program expectations and goals
- Learning to evaluate home visits with staff and parents
- Problem solving conferences with parents scheduled as needed
- Developing commitment to and investment in positive personal change

STAGE 4:

Group Progress-the Post-Crest Regression (resistance to change increases. Once concrete reward has been gained, efforts tend to decrease. Continued progress is more difficult, because the student is learning to work for more abstract rewards, such as: improving self-esteem, increasing self-motivation, increasingly internalized locus of control, healthier peer relationships, greater competency in problem solving, consistent resolution of interpersonal conflict, better efficacy of anger management, improving ability to handle stress productively, etc.):

- Motivation to change decreases
- Stage 1 problems again begin to manifest
- Unrealistic expectations on self and others
- Increasingly egocentric
- Increasing incidents of presenting problematic behaviors
- Increased resistance to feedback from the group
- Increase in frequency of individual staff interventions
- Increasing opportunity for family visits
- When substance abuse is an issue, decreasing participation in recovery program

Academic Progress:

- Increasing number of hours in classroom
- Increasing manifestation of pre-enrollment problematic behaviors
- Inconsistent motivation and focus

- Increasing resistance to classroom responsibilities
- Decreasing organization and legibility of work
- Increasing attempts to rush through assignments without learning
- Increasing number of unrealistic and short-cut academic proposed
- Increasingly manipulative
- Increasing reliance on teacher for direction and support
- Increase in frequency of incidents resulting in being sent out of classroom
- Inconsistent completion of home work assignments

Family Progress:

- Increasing opportunities for home visits
 - Increasing participation in family related activities
- Problematic relationships with parents and siblings becomes increasingly apparent
- Increasingly manipulative behavior when at home
- Peer group issues re-emerge
- Increasing involvement in positive community leisure and recreation activities
- Regular family conferences to evaluate and problem solve family and community issues
- Following missed opportunities for home visit, becomes increasingly motivated to develop family problem solving process
- When substance abuse is an issue, consistent participation in on-campus recovery program, consistent attendance in off-campus 12-step meetings, beginning to attend 12-step meetings while on home visits

STAGE 5:

Group Progress-learning to change for self (resistance to change diminishing/desire for abstract rewards increasing):

- Increasing maturity
- Increasing compliance with group, school and family expectations
- Increasingly willing to talk about problematic behaviors
- Beginning to develop healthy, mutually supportive relationships with peers
- Increasing initiative to seek feedback
- Increasing interest in group's and individual group members success
- Increasing self disclosure
- Increasing willingness to address interpersonal conflicts
- Increasing interest in progress of group members
- Increasing empathy and conscience
- Beginning to initiate the group problem solving process
- Beginning to set limits on self
- Learning and practicing new strategies in regard to anger management, decision making, conflict resolution, stress reduction
- Able to consistently represent the program and present self positively in public and to guest of the program
- Stated personal goals increasingly realistic and focused
- Developing peer group self-advocacy skills
- Demonstrating positive leadership qualities
- When substance abuse is an issue, increasing participation in recovery program

Academic Progress:

- Increasingly motivated and focused
- Compliant with classroom expectations
- Increasing willingness to discuss and develop academic goals with teachers
- Increasingly willing to seek and listen to feedback from teachers
- Improving work ethic
- Participating consistently in the planning, scheduling and completion of assignments and projects
- Improving organization and legibility of work
- Increasingly and consistently organized
- Developing class room self-advocacy skills

Family Progress:

- More frequent and consistent home visits and family conferences
- Suggesting, planning and participating in family related activities
- Beginning to express and resolve feelings appropriately
- Willingly participating in and practicing problem solving with parents
- Developing a positive peer group and making healthier decisions when with peers
- Seeking and participating in appropriate recreation, leisure and civic activities
- Beginning to seek parental feedback
- Making amends and changing reputation in the community
- Developing family and community self-advocacy skills
- A positive post-program living arrangement/academic/vocational plan is in place or is being developed
- When substance abuse is an issue, regular participation in on-campus recovery program, attending off-campus 12-step meetings and finding a sponsor and attending 12-step meetings regularly while on home visits

STAGE 6:**Group Progress-readiness for discharge from program: (resistance to change at manageable level due to motivation for success, feelings of competency and understanding of self):**

- Increasing able to accurately evaluate and assess problematic personal issues
- Consistently problem solving in a positive manner in regards to family and community issues
- Manifestation of positive personal change is consistent regardless of setting
- Able to present self positively in interviews when seeking a new academic setting or gainful employment
- Demonstrating consistent imitative and motivation
- Increasing evidence of internalized locus of control
- Consistently and effectively handling stress
- Considers and weighs advice from others thoughtfully
- Consistently contributing to and participating with the family in a positive manner
- Has developed a realistic living arrangement
- When substance abuse is an issue, participating consistently in an ongoing community recovery program

Classroom Progress:

- Working independently and demonstrating consistent motivation
- Asking for help as needed
- Achieved academic goals
- Has developed realistic academic/vocational goals

Family Progress:

- Demonstrating productive problem solving occurring within the family during home visits
 - Demonstrating appropriate decision making
 - Demonstrating independence in handling personal, family and community responsibilities
 - Developing a positive peer group in community
 - Have developed realistic living arrangements
 - Consistently demonstrating appropriate self-advocacy skills
 - Have a plan for or is actively seeking gainful employment
 - Increasingly receptive to professional interventions in home community
 - When substance abuse is an issue, accepting the chronic nature of substance abuse and establishing self in a 12-step recovery group in the community
 - Post-program plan ready to be implemented
-

APPENDIX B -- Grievance Procedure

In the event that a student or parent has a serious complaint about the school as it affects the student, then the following procedure will be employed:

Students will talk with their group staff (group leader and/or group supervisor) to resolve the problem. Parents will contact family work staff to resolve the problem.

In the event no resolution is reached, then the student or parent may contact the Program Director for a conference regarding that particular problem.

If it is impossible to reach an agreement with the Program Director, then a conference will be arranged with the Director.

If this conference is not mutually satisfactory, then the Director will arrange with the placing agency representative or a mutually agreed upon mediator to serve as a mediator.

APPENDIX C -- Billing Procedures

Tuition payments will be billed and collected according to individual contracts. The first thirty days of tuition is due on the day a student enrolls. A statement will be sent at the end of each month for the following month's tuition. Payment is due by the tenth day of the month. All miscellaneous expenses (prescription medications, doctor and dental costs, clothing, bus, train or plane tickets for home visits, or other items purchased in the student's behalf, etc.) will be handled in the same manner. In cases where tuition or miscellaneous expenses have been overpaid, the amount overpaid will be returned. If a student's tuition or miscellaneous account is delinquent, the student's Discovery School academic transcripts will not be released until the delinquent accounts are paid in full.

APPENDIX D -- Student's Rights and Responsibilities

(as stated on the Student Agreement):

Students Responsibilities

- Upon enrollment you will be assigned to a group. Your group will explain their rules, norms and expectations to you. You will not face consequences for not knowing the rules initially; however, it is your responsibility to learn the rules and ask for help in understanding what is expected from you.
- It is your responsibility to call a group meeting when you have a problem or when you feel the group or a particular group member is having a problem.
- You will receive an allowance each week. It is your responsibility to budget this money in order to take care of your personal hygiene needs, any fines you incur, to purchase letter supplies, and to pay for the night out activity on which the group decides.
- Your mail is not monitored or censored; however, incoming packages must be opened in the presence of staff to assure no prohibited items are taken to the group. It is your responsibility to maintain correspondence with your parents, to keep them informed of your progress and problems, and to endeavor to improve your relationship with them. You may also discuss family related issues with your family worker.

Students Rights

It is your right

- to be treated with dignity
- to receive services regardless of my race, religion, sex, ethnic background, or ability to pay
- to be told about my service plan
- to have a say in my service plan
- to have what I say and my records kept confidential
- to have my complaints heard and addressed
- to ask questions and be told about my rights
- to get help with my rights

APPENDIX E -- Behavior Management

Staff is responsible for the safety and security of all students. When a student breaks one of the basic agreements (see *Student Agreement* in Appendix A), brings illicit drugs onto the campus, or commits a serious offense, the following measures are used by staff to help maintain this safe environment.

Removal from Group Group Leaders can recommend removal from the group due to a student's particular needs or inability to deal with problems effectively in the group. The student and a staff member will work on a project together until the student is ready to return to the group and work out the original problem. The removal of a student from a group must be approved by the Program Director or Administrator on Duty.

Campus When a student breaks a group agreement or in some other way causes problems that the group cannot effectively handle, a group leader can recommend that the student be placed on Campus. This recommendation must be approved by administrative staff. The student will remain on campus and will complete a project with a staff member when the group goes on an off-campus activity. Also while on Campus the student's weekly allowance is reduced. Removal from Campus is decided by administrative staff.

Board Campus This consequence is used when a student breaks one of the Program's basic agreements or is involved in a serious incident. Like Campus, it involves staying back, completing a project with staff while the group goes on an off-campus activity, and a reduction of the weekly allowance. The student must write a letter to the Advisory Board to request removal from Board Campus.

Sitting Out If a student refuses to participate with the group and decides to sit while the group continues with a project, staff will note the time and inform the student that the time will be made up later. The staff also use this time to learn more about the student and to offer help in resolving the particular problem. When the issue is resolved, the student must make up the time lost from the group. This will involve the youth and staff working on a project together for the same length of time during which the youth sat out from the group.

Conferences with Administrative Staff For a conference with administrative staff, a student must write a request on a 3x5 card and have it initialed by the Group Leader and Supervisor. The card is then presented to the administrative staff person who writes down an appointment time.

Physical Restraint Physical touch and restraint consist of any act by the staff that involves the use of bodily contact and/or least restrictive force with a student as a method of redirecting inappropriate behavior or protecting a student who is a threat to him/herself or others. Some students have histories of acting-out feelings, difficulty controlling impulses, and difficulty thinking before acting. The School, while incorporating the procedures of *The Mandt System*, provides an environment within which a student can act out problems and receive assistance in substituting more positive behavior while being treated with dignity and respect at all times by staff. Only staff trained in the procedures of *The Mandt System* may initiate physical contact during a crisis with a student.

Physical touch is a technique taught within *The Mandt System* and can be used to manage behavior only if interventions with no physical contact such as calm voice tone, relaxed bodily posture and clear limits have failed to de-escalate a student in crisis. Restraint may be utilized only if interventions with no physical contact and non-restrictive physical touch failed to deescalate a student in crisis or the student is a threat to harm himself, other students or staff working with the student in crisis.

A minimum of restraint will be utilized at all times. The following Restraints are trained in *The Mandt System* and may be used. They are listed from least to most restrictive:

- a. One-person, standing side body hug restraint;
- b. Two-person, standing side body hug restraint;
- c. One-person, one armed restraint;
- d. One-person, two armed restraint;
- e. Two-person, one armed restraint and side body hug

The Mandt System does not encourage the use of restraint but provides training for restraint skills with the understanding that in some cases the techniques are necessary to protect students from harm. A copy of *The Mandt System* Instructors Manual is kept on the campus at all times. All behavior management documentation resulting in physical touch or restraint will be reviewed by an Administrator trained in *The Mandt System*, and processed with all staff involved in the intervention.

management documentation resulting in physical touch or restraint will be reviewed by an Administrator trained in *The Mandt System*, and processed with all staff involved in the intervention.

Wilderness Campsite

Students may be placed on wilderness campsite when all other out of group options have been exhausted. Students with the assistance of staff will establish their own primitive campsite on campus, but isolated from the group. Students will be assigned a project with a staff person who will remain with them until they are ready to return to their group and work out the original problem.

APPENDIX F-Emergency Procedures

Medical Emergency In the event of a medical emergency, group staff are provided a cell phone programmed for 911 emergency calls. Group staff are also instructed in what information the 911 dispatcher needs in order to respond to an emergency call.

Other Emergencies

For other emergencies, group staff will use the staff phone list to notify the Director and other Administrators will take appropriate action, including notifying the appropriate Family Worker(s). The Family Worker will inform parent(s) about the nature of the emergency and the action being taken.

Runaways

If a student runs away from the School, staff members will first search the campus and surrounding areas. If this search is unsuccessful, the Buckingham County Sheriff's Department, the student's parents, and the placing agency will be notified immediately by phone. If student who has run away contacts the family or returns home, it is important that the family contact the School immediately so plans can be made to return the student to the School.

APPENDIX G -- Rules of Disclosure

Parents will be contacted promptly in any of the following events:

1. A medical emergency that involves the student.
2. The student runs away.
3. An incident in which the student has had to be physically restrained.
4. The student talks of suicide.
5. Serious talk by the student about harming a parent or other family member. A professional assessment of the seriousness of the talk will precede any call.
6. The student's behavior becomes bizarre.
7. Sexual acting out on campus by a student.
8. Report of recent physical or sexual abuse of a student.
9. Report of recent physical or sexual abuse of a younger child by a student.

In the event a student reports recent sexual abuse of a younger child, the following procedures will be followed:

1. The student is referred for evaluation.
2. A Serious Incident Report is completed.
3. The appropriate agency is notified.
4. Upon a professional's recommendation, the family is contacted.

APPENDIX H – Special Diets

The School makes an effort to provide a variety of foods at each meal so that students will eat well regardless of their particular food likes and dislikes. The School will provide special diets for medical and dietary reasons. Special diet needs must be verified by the student's parent upon enrollment.

THE DISCOVERY SCHOOL OF VIRGINIA, INC. - Clothing Inventory

Name: _____ Laundry No.: _____ Date: _____

| | | | | |
|-----------------|-------|-------|---------------|-------|
| CLOTHING SIZES: | Shirt | Waist | Pants' Length | Shoes |
|-----------------|-------|-------|---------------|-------|

| REQ | HAS | NEEDS | |
|----------------------|-----|-------|--|
| 7 | | | Pants (blue jean and/or work type pants) |
| 7 | | | Tee-shirts (for hot weather and layering in cold weather) |
| 2 | | | Pants (permanent press, for dress wear) |
| 2 | | | Dress shirts (1 long sleeve dress shirt & 1 short sleeve dress shirt) |
| 1 pr | | | Shoes (for dress wear) |
| 1 pr | | | Shoes (tennis) |
| 1 pr | | | Boots - hiking (all-terrain soles, waterproof uppers; durable, good support, stable, cushioning) |
| 7 pr | | | Socks (athletic type) |
| 3 pr | | | Socks (dress) |
| 7 | | | Underwear |
| 2 | | | Belts (1 for outdoor use, 1 for dress wear) |
| 2 pr | | | Sweatshirts and sweatpants |
| 1 | | | Raingear (Waterproof jacket/poncho, pants and galoshes) |
| 1 | | | Sleeping bag (must be fiberfilled, rated for 0°, compactable for backpacking) |
| 2 | | | Blankets (heavy and durable) |
| 1 | | | Footlocker (45 to 55 gallon plastic bins made by Rubbermaid and other manufacturers work well) |
| 1 | | | Net bag (to wash socks in) |
| 2 | | | Laundry bags |
| 1 | | | Day pack (book bag type to carry change of clothes and shower gear) |
| 1 | | | Personal Hygiene Bag with nail clipper, toothbrush, toothpaste, comb, soap, soap dish, shower shoes, shampoo, deodorant and sunscreen. |
| FALL/WINTER | | | |
| 2 | | | Jackets (1 light, 1 heavy) |
| 5 | | | Shirts (long sleeve work shirts) |
| 1 | | | Dress sweater or jacket |
| 1 | | | Cap (toboggan type) |
| 1 pr | | | Gloves (work type for winter use) |
| 3 pr | | | Thermal underwear (tops and bottoms) |
| 1 pr | | | Boots – winter wear (heavy duty; no steel toes, insulated and waterproof) |
| 3 pr | | | Socks (wool or thermal for use with boots) |
| SPRING/SUMMER | | | |
| 1 | | | Swimsuit |
| 4 | | | Shorts (with belt loops) |
| 1 | | | Baseball cap or summer hat |
| ALSO REQUIRED | | | |
| 2 | | | Washcloths (personal) White only - must be marked with laundry # |
| 4 | | | Towels (bath size) White only - do not mark |
| 1 | | | Pillow (standard size) |
| 3 | | | Pillowcases (no-iron) White only - do not mark |
| 3 | | | Sheets (fitted) White only - do not mark |
| 3 | | | Sheets (flat) White only - do not mark |

NOTE: Please insure your son has no glass or aerosol cans in his inventory. Discovery School of Virginia is not responsible for personal possessions. Pillowcases, sheets, and towels are not returned when your son leaves the program.

GENERAL INFORMATION REGARDING CLOTHING, LINENS, AND MISCELLANEOUS PERSONAL ITEMS

The items on the clothing inventory, with the exception of out-of-season articles, are all necessary at enrollment. We do have a school dress code and require that the clothing be free of references to alcohol, drugs, sex, musical groups, and any other negative symbolism. When a student enters an administration building, the dining hall, or the school house, the following dress code guidelines must be followed: hair combed; face and hands clean; pants and shirt relatively clean, with any holes patched; shirt buttoned and tucked in, with sleeves; belt; socks; shoes tied. Shorts must be hemmed and at least mid-thigh length. When going off-campus, the student must follow the same guidelines, and must also shower and clear clean dress clothes. Earrings may not be worn, and other jewelry or accessories must be approved by program staff.

Please limit the student's supply of clothing and other items to what is listed on the clothing inventory. If additional clothing is required, the student will complete a clothing requisition form with his group's supervisor. The clothing requisition will then be given to the student's family worker who will inform you of the student's needs. Please do not send any clothing or other items until you have discussed the matter with the family worker. Please note that the sleeping bag needs to be rated to at least zero degrees and be compatible enough to fit easily on a backpack.

At the time of admission, you are asked to provide the following items: 3 white single sheets, 3 white pillowcases, 4 white bath towels, and 3 white wash cloths. These items, with the exception of the wash cloths, will be placed in the general school supply. Please do not mark the linens.

MARKING INSTRUCTIONS

Prior to enrollment, the student will be assigned a laundry number. Please use a permanent marker to mark all clothing with this number. Make letters and numbers large enough so that they can be easily read. Typically, shirts are marked on the hem of the shirt tail; pants on the inside pocket; undershorts on the inside waist band; coats, sweaters, raincoats, jackets, etc. on the inside label; belts, shoes, boots, etc. on the inside; caps, hats, etc. on the sweatband; and socks on the outside arch. Once enrolled, the student is required to maintain laundry marks on all personal clothing.

MISCELLANEOUS ITEMS

After the student has adjusted to The Discovery School group life, the staff will be in a better position to decide what additional items the student may possess and use responsibly. These items may include: camera, fishing equipment, musical instrument, etc. Please check with your family worker before sending miscellaneous items.

A shaving kit or small zipper bag is essential for carrying and maintaining toiletries. A plastic container for soap is also needed. The student is required to maintain a supply of soap and toothpaste for daily use. Also required are toothbrush, comb, and fingernail clippers. Should these items need replenishing or replacing the student is expected to budget the weekly allowance for purchasing such necessities. Please do not send these items via mail or give to the student to bring back from home visits. The student should also bring a reasonable supply of shampoo and deodorant. Please note the student is not allowed to have any products in glass or aerosol containers. Shaving items are supplied by the school.

Most of the personal clothing is stored in a footlocker at campsite. Clothes hangers can be used for dress clothing. Please do not plan to leave large suitcases with the student; however, a small travel bag will be needed for homevisits.

Due to the limited storage space at campsite students may only have two personal books and a Bible or other religious book at campsite at any one time. Personal books must be positive and/or educational. A book brought from home or purchased by a student must be approved by the Principal before it can be taken to campsite. Books having vulgar language, sexually or violently graphic language, or unhealthy content are not permitted. Students may have a few personal magazines if they are approved by the Principal.

The Discovery School is not responsible for the student's personal clothing or possessions. Make sure all items are adequately marked with the student's laundry number to ensure identification and ownership.

DIRECTIONS TO THE DISCOVERY SCHOOL OF VIRGINIA

FROM THE EAST

I-64 West to Richmond.
Exit onto 288 South.
continue below. . .

FROM THE NORTH

I-95 South to Richmond; Exit onto I-295 West.
Exit onto I-64 West; Exit onto 288 South.
Exit onto 60 West.
Stay on 60 West to Sprouse's Corner.
At light turn right onto 15 North.
Go 6.5 miles.
Turn left onto state road 617.
Go 2.5 miles and the School's driveway is on the right.

FROM THE WEST

Take 460 East to Appomattox.
Take 24 East into Buckingham County.
Take 60 East to Sprouse's Corner.
At light turn left onto 15 North.
Go 6.5 miles.
Turn left onto state road 617.
Go 2.5 miles and the School's driveway is on the right.

FROM WESTERN MARYLAND

Take I-81 South to Staunton.
Exit onto I-64 East.
Exit onto 20 South (the Monticello exit).
continue below. . .

FROM CHARLOTTESVILLE

Take 20 South to Buckingham County.
Pass through Scottsville and cross the James River into Buckingham County.
Look for state road 617 after crossing the Slate River.
Turn left onto state road 617.
Bear left at the fork (stay on 617).
Go 2.8 miles from the fork and the School's driveway is on the left.

FROM RT'S 29 & 15 SOUTH

Take I-66 West from I-495.
Exit onto 29 South at Gainesville.
Exit onto 15 South at Orange.
Pass through Fork Union and cross the James River into Buckingham County.
Go approx. 10.3 miles.
Turn right onto state road 617.
Go 2.5 miles and the School's driveway is on the right.

