



YOUTH DEVELOPMENT SYSTEM (YDS)

Resident Handbook

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Welcome to Camp!

There are some things you should know as you enter the program in order to make your stay here at the Camp better. It is important you understand everything in this handbook because it contains important information about your program.

This handbook, the Youth Development System (YDS), is designed to help guide you through the program, and help you to understand the basis of how camp works, and what will be expected of you during your time here.

About the Facility

Resident Rights

As a resident in a facility you have rights that cannot be restricted. However, if it is not listed here, it is a privilege (and can be restricted if your behavior is poor). Your rights are listed below:

NRS 62B.510 Rights of child placed in detention facility.

Except as otherwise provided in NRS 62B.520, a child who is placed in the care and custody of a detention facility within this State has the right:

1. To receive information concerning his or her rights set forth in this title.
2. To be treated with basic human dignity and respect, without intentional infliction of humiliation.
3. To have fair and equal access to services, placement, care, treatment and benefits.
4. To a program of education that meets the requirements of law and is appropriate for the developmental maturity of the child.
5. To receive adequate, healthy and appropriate food.
6. To receive adequate, appropriate and accessible basic necessities, including, without limitation, shelter, clean clothing and personal hygiene products and facilities.
7. To have access to necessary medical and behavioral health care services, including, without limitation:
 - (a) Dental, vision and mental health services;
 - (b) Medical and psychological screening, assessment and testing; and
 - (c) Referral to and receipt of medical, emotional, psychological or psychiatric evaluation and treatment as soon as practicable after the need for such services has been identified.
8. To be free from:
 - (a) Abuse or neglect, as defined in NRS 432B.020.
 - (b) Corporal punishment, as defined in NRS 388.478, except the reasonable use of force that is necessary to preserve the order, security or safety of the child, the public, the staff of the detention facility or other children who are detained in the detention facility.
 - (c) The administration of psychotropic medication unless the administration is consistent with the policies established pursuant to NRS 62B.530.
 - (d) Discrimination or harassment on the basis of his or her actual or perceived race, ethnicity, ancestry, national origin, color, religion, sex, sexual orientation, gender identity or expression, mental or physical disability or exposure to any communicable disease.
 - (e) The deprivation of food, sleep, exercise, education, pillows, blankets or personal hygiene products as a form of punishment or discipline.
 - (f) Being searched for the purpose of harassment or as a form of punishment or discipline.
 - (g) Being restricted from a daily shower, clean clothing, drinking water, a toilet or reading materials relating to the education or detention of the child as a form of punishment or discipline.
9. To have reasonable access and accommodations to participate in religious services of his or her choice when reasonably available on the premises of the detention facility or to refuse to participate in religious services.
10. To communicate with other persons, including, without limitation, the right:
 - (a) To have regular contact through visits, telephone calls and mail with:
 - (1) Biological children;
 - (2) Parents;
 - (3) Guardians;
 - (4) Attorneys; and
 - (5) Other adults with whom the child has established a familial or mentoring relationship, including, without limitation, clergy, caseworkers, teachers, mentors and other persons, upon approval of the detention facility.
 - (b) To communicate confidentially with:

- (1) Any agency which provides child welfare services to the child concerning his or her care;
- (2) Attorneys, legal services organizations and their employees and staff;
- (3) Ombudspersons and other advocates;
- (4) Members of the clergy; and
- (5) Holders of public office, and people who work at a state or federal court.

*Except as otherwise provided by specific statute, a communication made pursuant to this paragraph is not a privileged communication.

(c) To report any alleged violation of his or her rights pursuant to NRS 62B.525 without being threatened or punished.

11. To participate, in person, by telephone or by videoconference, in all court hearings pertaining to the circumstances which led to the detention of the child.

(Added to NRS by 2017, 744)

NRS 62B.515 Duty of detention facility to provide notice and copies and post written copy of rights. A detention facility shall:

1. Inform the child of his or her rights as set forth in NRS 62B.510;
2. Provide the child with a written copy of those rights;
3. Provide an additional written copy of those rights to the child upon request;
4. To the extent that it is practicable, provide a written copy of those rights to the parent or guardian of the child; and
5. Post a written copy of the rights set forth in NRS 62B.510 in a conspicuous place inside the detention facility.

(Added to NRS by 2017, 746)

NRS 62B.520 Reasonable restrictions on exercise of rights by child.

A detention facility may impose reasonable restrictions on the time, place and manner in which a child may exercise his or her rights set forth in NRS 62B.510 if such restrictions are necessary to preserve the order, security or safety of the child, the public, the staff of the detention facility or other children who are detained in the detention facility.

(Added to NRS by 2017, 746)

NRS 62B.525 Authorized manner for child in detention facility to raise and redress a grievance.

If a child believes that any of his or her rights set forth in NRS 62B.510 have been violated, the child may raise and redress a grievance through, without limitation:

1. A member of the staff of the detention facility;
2. A probation officer or parole officer;
3. An agency which provides child welfare services to the child, and any employee thereof;
4. A juvenile court with jurisdiction over the child;
5. A guardian ad litem for the child;
6. An attorney for the child; or
7. The use of any appropriate procedure which has been established by the Division of Child and Family Services to address grievances for children, both in and out of detention

NRS 62B.530 Detention facilities to establish policies concerning accessibility, administration and concurrent use of psychotropic medication for children.

Each detention facility shall establish appropriate policies to ensure that children who are detained in the detention facility have timely access to and safe administration of clinically appropriate psychotropic medication. The policies must include, without limitation, policies concerning:

1. The use of psychotropic medication in a manner that has not been tested or approved by the United States Food and Drug Administration, including, without limitation, the use of such medication for a child who is of an age that has not been tested or approved or who has a condition for which the use of the medication has not been tested or approved;
2. The concurrent use by a child of three or more classes of psychotropic medication; and
3. The concurrent use by a child of two psychotropic medications of the same class.

NRS 432B.020 "Abuse or neglect of a child" defined.

1. "Abuse or neglect of a child" means, except as otherwise provided in subsection 2:
 - (a) Physical or mental injury of a nonaccidental nature;
 - (b) Sexual abuse or sexual exploitation; or
 - (c) Negligent treatment or maltreatment as set forth in NRS 432B.140 (of a child caused or allowed by a person responsible for the welfare of the child under circumstances which indicate that the child's health or welfare is harmed or threatened with harm)
2. A child is not abused or neglected, nor is the health or welfare of the child harmed or threatened for the sole reason that:

- (a) The parent of the child delivers the child to a provider of emergency services pursuant to NRS 432B.630, if the parent complies with the requirements of paragraph (a) of subsection 3 of that section; or
 - (b) The parent or guardian of the child, in good faith, selects and depends upon nonmedical remedial treatment for such child, if such treatment is recognized and permitted under the laws of this State in lieu of medical treatment. This paragraph does not limit the court in ensuring that a child receive a medical examination and treatment pursuant to NRS 62E.280.
3. As used in this section, "allow" means to do nothing to prevent or stop the abuse or neglect of a child in circumstances where the person knows or has reason to know that a child is abused or neglected.

NRS 388.478 "Corporal punishment" defined.

"Corporal punishment" means the intentional infliction of physical pain, including, without limitation, hitting, pinching or striking.

Youth's Access to Administration

Any resident who wishes to meet with the camp Director, Dorm Manager, or PREA Compliance Manager will be given the opportunity to do so. Residents will never be denied this opportunity. Residents requesting to speak to administration may use the Meeting Request form. These forms are to be available to the residents without restriction. Residents will place the completed form in the appropriate, locked box within the dormitory. Staff are prohibited from seeking information regarding the contents of the communication. Residents may also request immediate communication with a member of the supervisory/management team. In this instance, a phone call will be placed to the designated member of this team.

Additionally, residents have the opportunity to make a complaint using the administrative grievance form. These forms are to be used without restriction. These forms are to be used by those (staff or residents) who feel their rights have been violated. These forms are not to be interfered with and must be placed in the locked boxes. These boxes will be checked on a regular basis by administration or designee.

Zero Tolerance Policy

China Spring Youth Camp has a Zero Tolerance Policy against all forms of sexual abuse and sexual harassment. The protection of the facilities youth against all forms of sexual abuse and sexual harassment is important. All employees, staff, residents, contract employees, contract services personnel, volunteers and visitors are subject to the Zero Tolerance Policy.

How do I report sexual abuse and/or sexual harassment?

Residents of the facility have the right to report sexual abuse and/or sexual harassment free of retaliation and consequence. Reports can be made in the following ways:

1. Tell a trusted staff member, request a supervisor, or request to speak to a member of Administration/designee accepts phone calls 24 hours a day.
2. Complete a Grievance form and place in the secured box.
3. Ask staff to make a private phone report and contact one of the listed outside agencies provided during intake.
4. Use the dorm phone to select a pre-programmed number:

Line 1 Internal PREA Message Line for PREA Compliance Manager.

This is checked by message and email by the PREA Compliance Manager.

Line 2 Family Support Council for Victim Services, Emotional Support, or to contact your designated advocate.

775-782-8692.

Physical Address: 1255 Waterloo Lane, Gardnerville, NV 89410

Mailing Address: P.O. Box 810 Minden, NV 89423

Line 4: Douglas County Sheriff's Office Investigations

775-782-9905

Mailing Address: P.O. Box 218 Minden, NV 89423

Line 5: Division of Child and Family Services (DCFS) PREA Reporting Hotline

775-684-4244

5. Residents may also request a private phone call to their parents, JPO, attorney, or other guardian.
6. Parents or other third parties may report on behalf of a resident using any of the contact numbers provided on the website, including contacting Douglas County Sheriff's Office.

Additionally, residents of China Spring Youth Camp will receive ongoing PREA education about their protection from sexual abuse and sexual harassment. This education will come from the PREA Compliance Manager or designee. The curriculum will be designed to be age appropriate and take into consideration any limitations the resident may have.

Dorm Personal Items

One item allowed unless listed otherwise. Additional items may be stored in personal bin, or secured locker.

All items in your room must be neat and organized at all times. Your room will be subject to random room inspections to ensure it meets camp standards.

All clothing items must be:

- ☑ Sized to fit; no baggy clothing will not be accepted. Clothing **must be logo/brand free**.
- ☑ Expensive items are discouraged and may be refused.
- ☑ It is advisable to leave tags on all new items and to save receipts in case items are refused.
- ☑ All clothing must be black, grey, or white.

All Hygiene/Health products are to be:

- ☑ Must be in original packaging; non-aerosol, non-alcoholic.
- ☑ Perfume scents and expensive items are discouraged and may be refused.
- ☑ Labels are to be intact (medications without prescriptions labels will be refused).
- ☑ No over the counter medications will be accepted without doctor's order.
- ☑ Camp will provide dental floss, sunblock, athlete's foot products & OTC's (Over the Counter Medications)

Hygiene	☑ Deodorant (non-aerosol) ☑ Ethnic/Special hair products (with approval) ☑ 1 Toothpaste ☑ 1 Toothbrush (Holder okay) ☑ 2 Wash Cloth (Solid Color) ☑ 2 Towel (solid color) ☑ 1 Unscented Lotion ☑ Acne Product(s) (Discretionary)	☑ 1 Shampoo ☑ 1 Conditioner ☑ 1 Comb/Brush ☑ 1 Lip Balm ☑ 1 Bar Soap (Holder okay) ☑ 1 Body Wash ☑ 3 Hair Tie (no rubber bands or metal) ☑ Feminine Products (Discretionary)
Writing	☑ 3 Pencils, non-mechanical and no metal ☑ 1 High Lighter ☑ 5 Binder s	
Personal Items	☑ 1 Bible or Other Religious Book ☑ 1 Drug/Alcohol Class Related Materials	☑ Stuffed animal-must be appropriate, no metal or electronics i.e. buttons, or lights) ☑ Camp Achievements ☑ Counseling Related Materials ☑ 3 small family photos (pets ok)
Footwear	☑ 1 Slippers ☑ 1 Work Boots No steel toe ☑ 1 Athletic Shoes White/Black/light grey/No logos ☑ 1 Shower Shoes Non-slip	

Clothing	✔ 3 Camp uniforms (3 uniform shirts, 3 pants/shorts) ✔ 1 Work detail uniform (1 shirt, 1 pant) ✔ 7 Under shirts ✔ 7 Pairs of underwear (black/white/grey/tan) ✔ 7 Pairs of socks (black/white/grey) ✔ 2 Sweaters ✔ 2 Pairs sweatpants ✔ 2 Athletic shorts (black/grey) ✔ 1 Pajama pant ✔ 1 Jacket ✔ 1 Hat (beanie or ball cap depending on the season) ✔ 1 Swimsuit	Girl's Dorm Specific Items ✔ 2 Wire-free bras (black, white, grey, tan) ✔ 2 Sports Bra
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About the Program

This program is set up so you can learn, grow and see progress throughout your time here. You will move through the program by showing positive social skills, learning new ways of handling problems, and making good decisions. When you respond to the expectations staff have of you, you will gain recognition and privileges. As you continue to progress in the program, staff expectations of you will increase. When this happens, your privileges will also increase. Each stage is increasingly more difficult in your responsibilities, accountability, expectations and practicing your new or reinforced positive skills, in turn, you will earn an increase in privileges, trust and responsibility from staff, your probation officer, and your family. Our hope is this will help you achieve your goal and ours, which is a successful return to your community.

How long you remain in any stage in the program depends on YOU! Everyone will move through the stages at different rates, and specific expectations for each stage can be found farther along in this YDS Handbook. Overall, it is really important you show motivation and willingness to do what is expected of you in order to progress. If you should have a problem along the way, staff will do what they can to help you.

We expect you to act responsibly. As in any situation, you have CHOICES. Should you choose to act out or not follow our rules, consequences can be expected. Again, it is up to you to follow the rules in order to make progress and move forward through the stages.

This program will allow you to address your thinking errors, teach you problem-solving steps, help you build character, and practice your new skills in the dorm, in school, and at home. We know you can do it!

Your Team

Upon arrival you will be assigned a Mentor, a Case Manager, and potentially a Clinical Lead if you are receiving mental health or substance abuse services.

Your Mentor is a designated staff member that will be available help guide you through the program, get to know you, help you set goals, and work through any struggles with you.

Your Case Manager is the link between you, your program, your treatment, your family and your JPO. Your Case Manager will work with you, your family, and your JPO to prepare you all for a successful return to the community. Your Case Manager will spend time weekly with you in groups or individually.

In addition, you will have opportunities to meet with other line staff, supervisors, psychological staff and administration as needed.

School Program (Jacobsen High School)

You will participate in an educational program as part of your individual treatment plan. Our school, Jacobsen High School, is a part of the Douglas County School District and you can earn credit, which will be transferable when you return to your community school. Your placement in classes is determined by your needs, abilities and academic history. Classes offered by Douglas County School District are designed to provide a basic education. You will be enrolled in a variety of classes that fit your individual educational and credit needs. Additionally, Chapter I and special education services are available for qualified youth.

If you have received or are working toward your GED/HiSET you will still be enrolled in school and will continue to work towards your full diploma. If you are interested in earning your GED/HiSET or adult diploma, your Case Manager and the school staff will talk about these options with you. Keep in mind a GED/HiSET or adult diploma is not feasible in every situation. The school staff is the expert in this area and, along with your Case Manager. They will make a plan that is in your best interest.

Earning a diploma or GED/HiSET will need to be approved through Treatment Team. If a GED/HiSET is determined to be in your best interest, arrangements will be made to help you reach this goal prior to you being released from the Camp.

Wilderness Program/CHOICES Challenge Course

You may be a participant in the wilderness program or the challenge course (CHOICES). Your participation in these programs is dependent on a variety of factors. Activities, which you may be participating in, range from hiking to snowshoeing, and team building to low and high challenge course elements. Your participation in the CHOICES program is “challenge by choice.”

The wilderness activities are used in a variety of counseling situations to address the reasons you may have come to the Camp. First, it can be a part of your drug & alcohol counseling called “Sober Leisure”. Additionally, they can also help you to work on relationships and communication with your peers and to develop some positive social behaviors and attitudes. Additionally, we have you practice the skills in team building activities, then on the low ropes course and eventually on the high ropes course. Each step is increasingly more difficult, more challenging. Through it all, we are hoping one of the things you will learn is you can overcome difficulties, and even some of your strongest emotions. By processing your experience, you will come to understand yourself better and those around you.

Home Visit Program

Upon promotion to Transition Stage, every resident will be given the opportunity to participate in the Home Visit Program. The specifics of the visits (dates, length of time) are to be determined by your Case Manager, Treatment Team, and your progress in transitioning into your home environment.

The following is a list of requirements to participate in the Home Visit program:

1. You must have completed a sufficient portion of your Treatment Plan, and are continuing to making progress in your plan.
2. You must receive satisfactory grades and be making progress in all academic classes.
3. Overall behavior in the dorm is satisfactory.
4. An Incident Report in the last 7 days may disqualify you from receiving a Home Visit
5. Either a 90-day CFT Meeting, Phone, or In Camp Visit will be assigned for you to discuss the rules/expectations/roles for the home pass with their parent(s) or guardian(s). Upon the day of release for the Home Visit, staff will review the rules and expectations with you and your parent(s)/guardian(s), and you both will be required to sign the Home Visit contract (a copy of the contract is at the end of this handbook for you to reference and study).
6. Prior to leaving for the Home Visit, you will complete the pre-homework, in which you set goals and skills to work on during your visit.
7. During the home visit, you will complete the Home Visit Homework. Upon returning to Camp you will present it during Welcome Back Group. If you do not complete the assignment, you will not progress through the program, and further consequences may be issued.
8. If you violate any rules on your home pass, you will be subject to disciplinary action, which may include demotion and/or removal of your next home pass.
9. You will be required to turn in your home visit homework (Weekend Reflection, Parent Questionnaire, and Individual Assignment) into the Case Manager after review. Failure to turn in paperwork may result in consequences and/or reduction in next home pass.
10. Treatment passes are separate from the Home Visit Program. These will be limited and will require a Treatment Team discussion and approval. Examples include funerals, medical reasons, opportunity for transport with outlying counties, etc.
11. Your Case Manager will notify your JPO of your home visit each week. You will be subject to a possible JPO visit; random UA and health and wellness check in addition to your Camp check-ins.

Basic Camp Rules

When a new resident enters the Camp, it can be overwhelming. As a result, staff has put together a list of goals and objectives that a new resident must learn and implement. Keep in mind these are not all the rules, but these are the basics that you will need to learn in the first few days.

- 1. When in line formation, a resident must be at attention – no talking allowed**
- 2. Orientation stage residents may not talk to each other.**
- 3 Orientation stage residents may not talk to residents they have had a prior acquaintance with outside of the Camp**
- 4. There is no lending or borrowing of personal property or clothing. It cannot be traded, sold or given away.**
- 5. All youth will follow the direction of persons in charge of projects, as delegated by staff**
- 6. All conversation in Camp will be in English.**
- 7. Residents may not be in possession of or use contraband.**
- 8. Any activity, which can be thought of as gang related, will not be allowed.**
- 9. Profane, obscene or abusive language is prohibited.**
- 10. Fighting, whether direct or implied, is prohibited.**
- 11. Statements with racial references are prohibited.**
- 12. Do not do anything you have not been told to do. Ask permission first.**

Behavior Management

Staff are here to teach and assist residents in making positive choices. They are also here to make sure everyone is safe and following the rules as they are listed above and in your rulebook. Staff will use a variety of interventions starting with those that are less staff intense and less punitive to correct an unwanted behavior. If an intervention does not work and does not correct your behavior, the level of the intervention will increase. The goal is to correct your behavior at the lowest level of intervention possible. This will depend on you. This will also depend on your willingness to follow the rules.

For example, if you are overheard using profanity, staff may provide a reminder or warning based on your stage and the expectations of that stage. If you continue to use profanity, it may result in going from a verbal warning to a written warning like a **mediation essay**. The mediation essay will be titled Profanity. The essay will consist of telling you what you did wrong, why it was wrong, what you could do instead, and what good things happen when you do not use profanity (i.e. you make a stronger point by not being emotional, you set a better example when you don't cuss).

Staff will also give you daily feedback. This may be verbal, which is preferred, but also documented as a **Character Note**. Character defines who you are and what character traits you possess, good or bad. Your goal should be to build positive character qualities that will help in the long term change your life.

A **Cognitive Behavioral Intervention (CBI)** is another way that staff will document your behavior. A CBI is a documented intervention that staff "intervened" and attempted to help correct a behavior that was inappropriate. Again, this intervention may consist of an assignment, mediation with another person or problem solving session, a mediation essay, seating or room change, or overcorrection. Your case manager and supervisor will monitor and evaluate how many interventions you have each week. A resident who does not respond to interventions will be subject to further punitive measures where privileges can be restricted for a reasonable amount of time.

If you continue to struggle with a specific behavior, your Case Manager or Mentor may create a **Behavior Improvement Plan (BIP)** for you. A BIP is meant to help you identify and target a specific problematic behavior (whether it be something like talking without permission, or low self-esteem), set a goal to fix the behavior, and make an individualized plan to help you get there. A BIP is not a punishment, but rather a tool to help you be successful. However, a BIP may include loss of privileges (LOP) if it is determined that an LOP is needed to help you reach your goal.

It is important to read your YDS rules. The rulebook will identify expectations (Level I Rules), Level II, and Level III rules. Any Level III rule violation will result in an **Incident Report (IR)**. Level II rules expand across all levels of interventions, therefore, could be an Incident Report based severity and what interventions have already been exhausted. It is best to have these conversations with your mentor and case manager so you know what to avoid.

There are certain behaviors that we cannot tolerate in camp. These include physical contact, i.e. fighting, intentionally hurting another, sexual harassment, sexual abuse or inappropriate touching, and gang violence. Participating in any of these will have stricter consequences determined by Treatment Team and Administration.

Remember, residents are here to receive and be provided opportunity for change. In order to provide this, staff have to make sure that residents are safe and everyone is held to a standard of conduct.

Use of Force & Seclusion Statement

China Spring Youth Camp does not use seclusion or room confinement.

Please be aware, CSYC will use force as a very last resort; however, if the situation warrants it and you are a harm to yourself or others, staff may have to utilize the least force (restraint) necessary to control the situation and prevent harm to you or others. This is for your own safety and the safety of others.

Common Questions

Do I get phone calls and/or mail?

During your first 30 days in camp you will not be eligible to receive phone calls. During this time you will be required to reset and orientate yourself to the program prior to beginning to work on family relationships through phone calls and visits.

However, upon arrival you are eligible to send and receive mail from guardians, JPO, attorneys and victim advocates. When mailing out letters or receiving letters, you will not be placing your name on the envelope. Instead, you will be using your Camp number. The reason for this is to protect your confidentiality. Be sure you give this important information to anyone who will be writing letters to you.

The mailing address is: # **(Your Camp Number)**
c/o CSYC
1640 US Hwy 395 N. #2605,
Minden, NV 89423

What if I have a medical need or counseling need?

The Camp has a licensed nurse and mental health professional available to respond to all your medical and mental health needs and in Camp. Nurse services are provided once per week. Mental Health Staff are also available for individual and group therapy as deemed appropriate.

Be sure to report to staff immediately if you are sick, injured or require medical attention. You will need to document your concern on the Nurse Request Form. There are four medical administration calls per day and arrangements can be made to attend to your medical issue. If it is an emergency or an issue which cannot wait, inform staff immediately.

If you would like to see a mental health staff, you will need to complete a Psych Request Form. If it is an emergency or an issue which cannot wait, inform staff immediately.

If you would like emotional support services outside of the facility, please request an advocate through your case manager. The Camp and Family Support Council work collaboratively to meet individual resident needs. Once an advocate is established, residents may contact them by setting up an appointment through their case manager, mail, or by using the pre-programmed dorm phone line, line 2.

How will I be graded in school?

You will be graded in all the subjects you are enrolled as well as how you behaved during the school day.

These classes are designed to help you work on the skills, which are necessary for you to improve your grades. The grades you earn in school may affect your progress in the program. School is an important part of your program and treatment here. We expect you to take the opportunity seriously. To be clear, lack of school performance may impact your privileges and progression through the program.

May I go to church?

You will be given opportunities to attend non-denominational church services at the camp. Church services are offered, at minimum, one hour per week. Services will be provided by an external source, or you may be given one hour of worship time, uninterrupted by other activities.

What If I need a haircut or my hair color is not that of a natural color?

Your haircut is assessed once you arrive in Camp. Residents are encouraged to come into camp and get a standardized haircut (no extreme cuts) or some other secure method. Hair must be kept clean, groomed, and not obstruct the eyes or face. Hair that is considered a health and sanitation issue will be discussed with the individual regarding options. Camp may also provide hair care outside of camp if necessary and appropriate.

We expect your appearance will be one that is clean, presentable, and not hanging in your face. We will work with you on this, but ultimately, a presentable appearance is what you and we strive to convey to others.

You may get a haircut on your first home visit as a Transition with permission from Supervisors or Case Manager. Residents are to seek permission for styling parameters, but generally speaking it should not be a dramatic cut, or color and should be appropriate for Camp standards.

May I Watch TV or Listen to Music?

You are not allowed to watch TV while you are a resident of the facility. During certain groups, the dorm may be given the opportunity to listen to camp approved music per staff's discretion. If exceptions are made to this rule, it is made by administration and will usually only occur if there is a significant reason for doing so.

You will be granted opportunities to watch a movies on occasion, for a privilege, or for educational purposes. The movies provided are Camp approved and are not chosen by residents. Generally, the movies you will watch will have a lesson.

What if I still have questions?

If at any point you have questions or concerns through your program you can ask any staff. They are here to help and are very knowledgeable, and can direct you to someone who can help you if they cannot.

Orientation

The Orientation Stage resident is new to the program and must demonstrate a general commitment to participate in the program. In addition, the Orientation Stage Resident must begin to learn and practice positive social skills.

Expectations:

- ☞ Look, Listen, and Learn (the 3 L's)
- ☞ Learn and follow daily schedule and routines
- ☞ Learn and follow basic camp rules
- ☞ Participate in programming, groups and activities, and treatment
- ☞ Demonstrating good hygiene and maintaining a clean and healthy environment
- ☞ Take school seriously and work on your educational/vocational skills
- ☞ Follow directions from authority
- ☞ Begin to work on behavior problems
- ☞ Begin learning social skills, problem solving steps, and coping techniques

Privileges:

- ☑ Facility Sports
- ☑ Weekly in camp visit or phone call (starting after 30 days in camp)
- ☑ 3 small family photos (pets ok)
- ☑ 1 educational book (with a book report)
- ☑ Participation in Treatment Movie
- ☑ 1 Coloring page

*Privileges are not owed to you, and may be revoked by any staff if your behavior does not meet expectations.

Advancement Criteria:

Note: Treatment Team/Administration must approve all promotions.

Based upon staff observation, weekly progress in the program, and any other relevant information, and with staff direction, you:

1. Are participating in the program
 - ➡ You participate in programming, groups/activities, and school
 - ➡ You accept and work on Behavior Improvement Plans
 - ➡ You are actively working on your treatment plan
3. Have accepted placement
 - ➡ You follow basic rules
 - ➡ You follow the routines and schedules of camp
 - ➡ You acknowledge what got you placed at camp
4. Begin to demonstrate basic behavior control
 - ➡ You begin to work on positive interactions with peers and staff
5. Respect others and do not interfere with their ability to complete the program
 - ➡ No put downs of anyone
 - ➡ No use of ethnic or gender slurs
 - ➡ Treat people with respect
6. Seek clarification from staff about programs expectations when you have questions or concerns
 - ➡ You ask staff when you are uncertain about what is expected
7. Seek staff assistance with problems and be receptive to staff working through problem solving steps
 - ➡ You ask staff to help you with problems
 - ➡ You allow staff to work through the problem solving steps with you
8. Have no unresolved rule violations or restrictions
 - ➡ No outstanding Incident Reports (IR) or major disciplinary actions

Adjustment

Now that you have oriented to the camp and to the program, you will begin to adjust your thinking, habits, coping techniques and ways of approaching situations. In Adjustment you will continue to maintain your Orientation expectations, and will receive additional responsibilities, requirements and privileges.

Expectations:

- ☺ You have begun identifying specific behaviors/thinking/etc. that need to change
- ☺ Behavioral issues are getting less serious and happen less often
- ☺ You resolve your problems more quickly and with less help from staff, but still ask for help when you need it
- ☺ You take some responsibility for your own behavior
- ☺ You accept that your behavior affects others
- ☺ You are beginning to give positive advice to others
- ☺ You are starting to accept constructive feedback
- ☺ You are learning and using social skills
- ☺ You are beginning to work on family relationships through phone calls and in camp visits

Privileges:

- ☑ Facility Sports
- ☑ Camp Jobs
- ☑ Weekly in camp visit or phone call
- ☑ 3 small **Family** Photos (pets ok)
- ☑ Personal (clear) water bottle
- ☑ Eligible for Out of Camp Details and activities
- ☑ 1 educational or non-educational book (without a book report)
- ☑ Participation in Treatment Movie
- ☑ 1 coloring page

*Privileges are not owed to you, and may be revoked by any staff if your behavior does not meet expectations.

Advancement Criteria:

Note: Treatment Team/Administration must approve all promotions.

Based upon staff observation, weekly progress in program, Incident Reports, and any other relevant information, and with staff direction and support you will:

1. Have no unresolved rule violations or restrictions.
 - ➡ No outstanding Behavior Improvement Plans (BIP)
 - ➡ No outstanding Incident Reports (IR) or other major disciplinary action
2. Establish a pattern of positive behavior.
 - ➡ Weekly reports from staff consistently confirm you follow rules expectations.
3. Establish a pattern of participation in program areas.
 - ➡ Reports from staff, teachers and group facilitators show you are involved in program
 - ➡ You consistently follow expectations, are cooperative and are prepared
 - ➡ You are working on your treatment plan, including working on improving family relationships
4. Demonstrate improvement in recovery from regressive behavior
 - ➡ If you demonstrate a negative behavior you used in the past, you are able to resolve the problem more quickly and will use learned skills better than you did in the past
5. Demonstrate willingness to learn from mistakes
 - ➡ You seek staff assistance to work through the Problem-Solving Steps
 - ➡ You do not repeat mistakes
6. You have become more independent
 - ➡ You need less frequent reminders to do what is expected of you

Transition

The Transition Stage resident is committed to the program, is demonstrating skills in camp, and is ready to begin practicing in the home environment. In Transition you will need to maintain the expectations of Orientation and Adjustment, and additional responsibilities and privileges will be given to you.

Expectations:

- ☺ You consistently follow camp rules and staff instructions
- ☺ You control behavior and display appropriate responses
- ☺ Problems occur less often and you recover from regressive behavior quickly
- ☺ You more consistently interact with your peers in a positive and productive manner
- ☺ You demonstrate the initiative to seek advice from staff when having a problem, concern or need feedback
- ☺ You take more responsibility for directing your own behavior, as well as seeing how your behavior affects others
- ☺ The advice you give is usually positive
- ☺ You accept constructive feedback
- ☺ You accept consequences
- ☺ You are implementing plans to work toward short and long term goals
- ☺ You are taking the things you are learning in camp and are applying them to the home/community environment
- ☺ You are developing realistic plans for your release

Privileges:

- ☑ Camp jobs
- ☑ Locker Decorations (Staff Approved – Inside the locker)
- ☑ Facility Sports
- ☑ 3 Small **Family** Photos (pets ok)
- ☑ Eligible for Out of Camp Details and activities
- ☑ Board Games (staff discretion)
- ☑ 2 books
- ☑ Personal Water Bottle (Clear)
- ☑ Weekly in camp visit, home visit, or phone call
- ☑ Knitting, Sewing, or Crocheting (following participation in instructional groups)
- ☑ Participation in Treatment Movie
- ☑ Sweat Pants on Mondays
- ☑ 2 Coloring pages
- ☑ 1 gel air freshener
- ☑ Plant in room

*Privileges are not owed to you, and may be revoked by any staff if your behavior does not meet expectations.

Dorm Leader – Leadership Development Program

The goals and objectives of the Dorm Leader program are to develop those youth who may have the ability to be a good leader. Demonstration of these skills and character will impact the camp community and carry over into the home life when released from the program. The Dorm Leader program is based on having good moral character, demonstration of positive interaction with peers and staff alike, as well as making good decisions.

Residents accepted into Dorm Leader position will meet the following criteria:

- Transition stage
- Progressing through treatment (thorough and timely)
- Mature and respectful (reflection of character notes)
- Demonstrates good decision making (Identified through situations and interactions)
- Consistently shows positive behavior and follows all rules (limited IR's and infractions)
- Actively participates in groups and completes treatment as assigned
- Has excelled in the basic camp expectations
- Doing well in school (input from school staff)

Application Process:

- Residents in the Transition stage who are in good standing and who have an interest in becoming a dorm leader will express their interest to their case manager
- Their case manager will provide them with leadership reading materials and assignments to complete
- Once the case manager reviews and approves all assignments, arrangements will be made to have the resident present in Treatment Team
- Treatment Team will determine whether the resident has been accepted into the leadership program

Expectations/Responsibilities:

Dorm Leaders will act as staff assistants and peer advocates. They will be assigned a variety of responsibilities which may include:

- Oversee completion of dorm chores
- Manage time in the dorm- remind kids of lights on, lights out, meds, school, etc.
- Assist staff in evidence based groups
- Report any and all issues to staff
- Shadow new intakes
- Assists with the set-up of activities and details
- May lead necessary/dorm groups per staff discretion and approval by supervisor
- Peer advocate – check in with others, offer assistance (with approval)
- Other assigned tasks as needed
- Weekly reflection assignment on their contributions to the dorm community and personal development

Privileges:

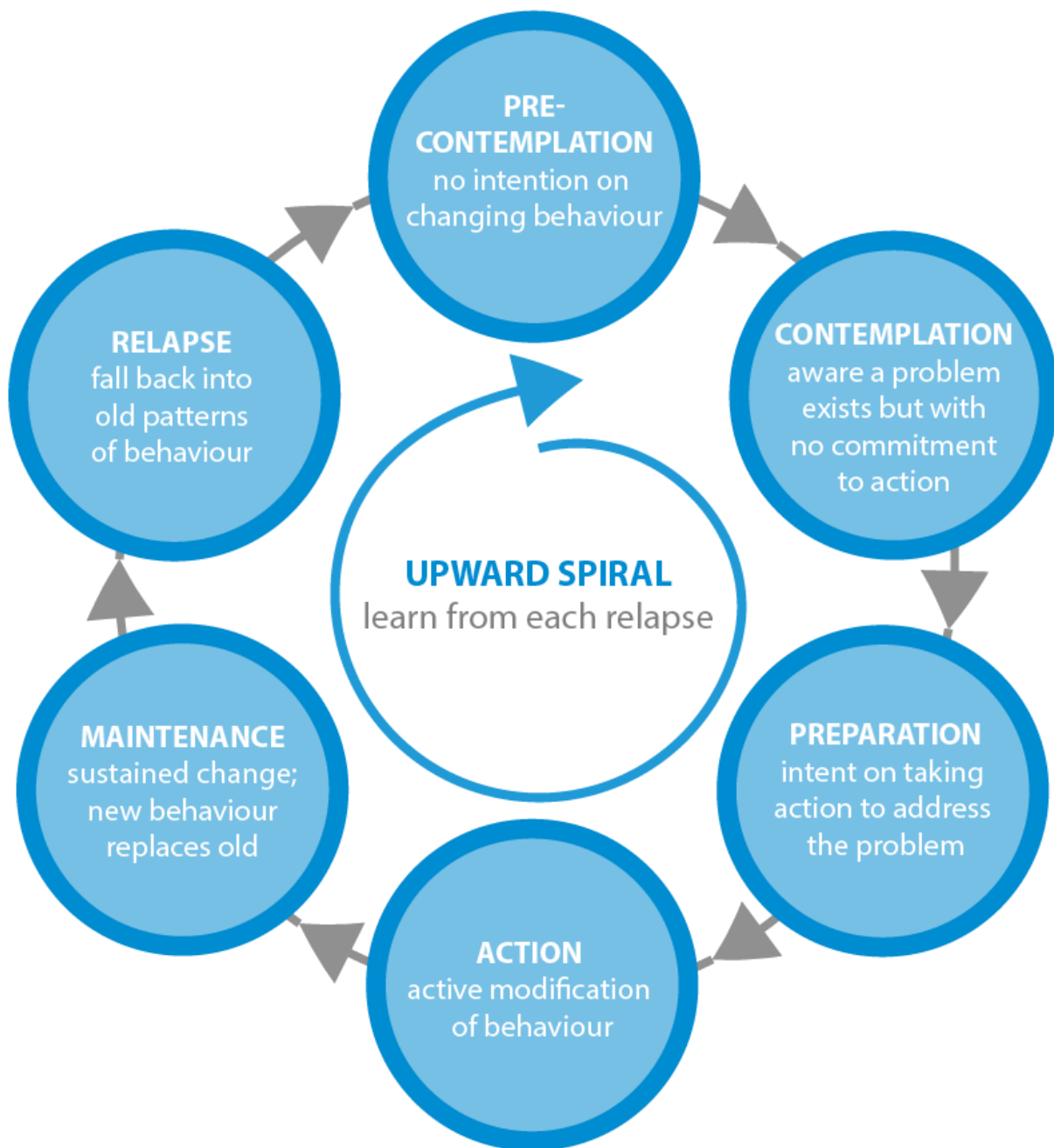
- Will wear a polo instead of a stage shirt
- Option to wear blue jeans instead of camp pants
- Room time, lobby time
- Personal blanket
- MP3 players or music (Camp provided)
- Eat outside w/ other Leaders and have the ability to communicate positively (contingent upon line of sight or direct supervision availability)
- Non-metal watch
- Room of choice (when possible)
- Extra phone call per week (incoming)
- Styled hair
- Make up (see beauty guidelines)
- Facial hair (neat and groomed)
- Pens (non-click)
- Loofas
- Coffee Corner (in lobby)

Resources

The rest of this YDS Handbook contains resources, concepts and tools that will be referenced throughout your program. Keep these pages handy, as the more you refer to them the more they will help you progress through the program with ease! If you have any questions just ask staff. Although you may not always like them or agree with them, they are here to help and have the same goal of helping you have a successful program, and more importantly they are here to help set you up for success in the community and a successful rest of your life!

As you progress through the program, you will also progress through the stages of change. Your treatment will help you assess where you are at, and help you to reach the next level. You may make mistakes, or relapse, but we are here to help you recover and learn.

STAGES OF CHANGE



Problem Solving Skills and Steps

The Problem Solving Steps are what you will need to learn and practice while here.

Whenever you have a problem and depending upon what level you are, you will be expected to resolve the problem using the Problem Solving Steps.

SKILL 1: STOP AND THINK

Step 1: Pay attention to your warning signs

- Physical reactions
- Risk thoughts
- Risk feelings

Step 2: Think: Reduce your risk

- Be quiet
- Get space
- Calm down

SKILL 4: THINK OF CHOICES AND CONSEQUENCES

Step 1: Brainstorm choices

Step 2: Think about consequences

Step 3: Pick a choice to get to your goal

SKILL 2: STATE THE PROBLEM

Step 1: Identify a warning sign

Step 2: Describe the situation objectively

Step 3: Identify a risk reaction

SKILL 5: MAKE A PLAN

Step 1: Identify who, where and when

Step 2: Choose key social skills that can help you

Step 3: Identify what you will do or say

Step 4: Identify how you will do and say it

Step 5: Decide on a thought to get you started

SKILL 3: SET A GOAL AND GATHER INFORMATION

Step 1: Identify a positive and realistic goal

Step 2: Gather information

- Facts
- The other person's thoughts and feelings

SKILL 6: DO AND EVALUATE

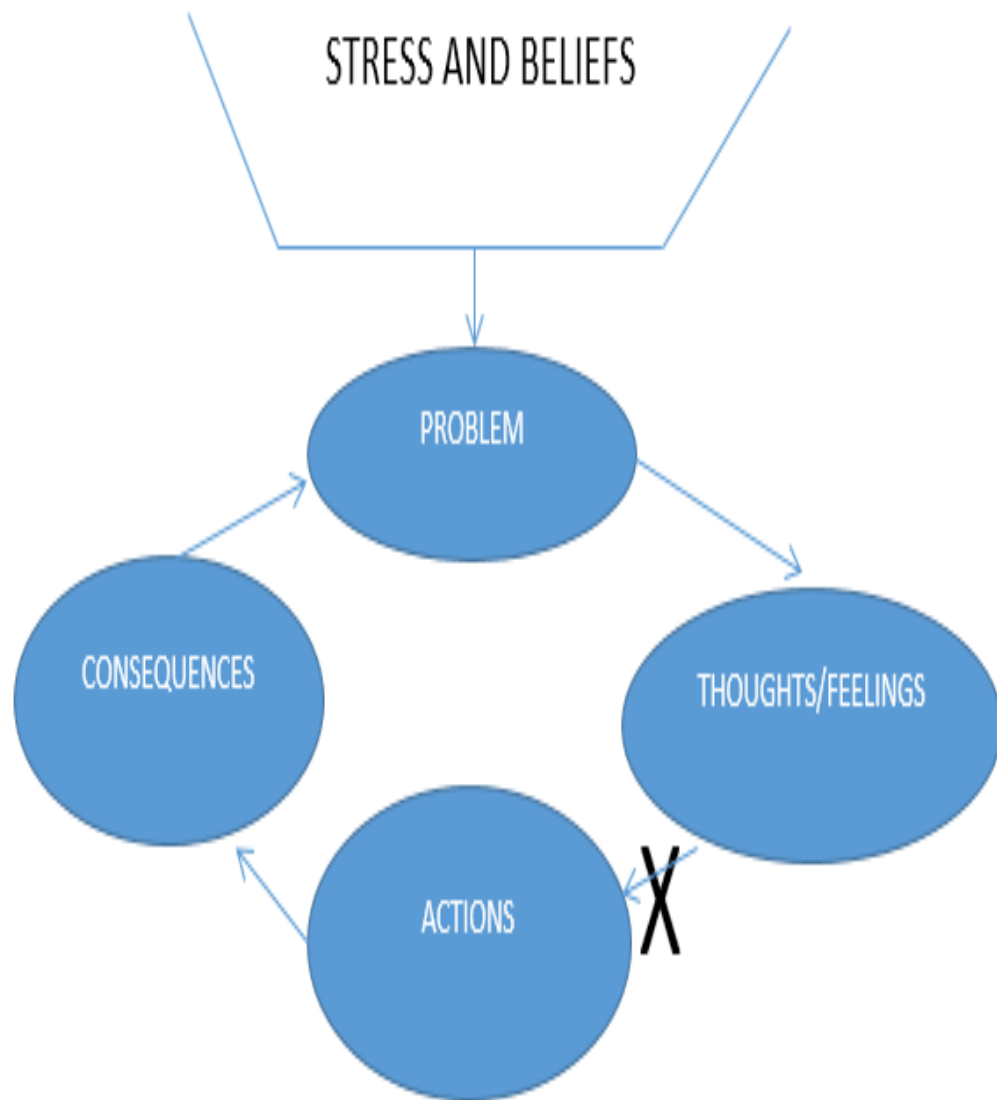
Step 1: Do it

Step 2: Ask questions

Step 3: Decide what to do next

Conflict Cycle

The conflict cycle will be introduced in this manual and further discussed in Thinking for a Change. It is important to understand that problems cycle if not problem solved. Below, the “X” demonstrates where you should insert your problem solving steps.



Aggression Replacement Training Skill Streaming

Groups I: Beginning Social Skills

1. Listening
2. Starting a Conversation
3. Having a Conversation
4. Asking a Question
5. Saying Thank You
6. Introducing Yourself
7. Introducing Other People
8. Giving a Compliment

Groups II: Advanced Social Skills

9. Asking for Help
10. Joining In
11. Giving Instructions
12. Following Instructions
13. Apologizing
14. Convincing Others

Groups III: Skills for Dealing with Feelings

15. Knowing Your Feelings
16. Expressing Your Feelings
17. Understanding the Feelings of Others
18. Dealing with Someone Else's Anger
19. Expressing Affection
20. Dealing with Fear
21. Rewarding Yourself

Groups IV: Skills Alternatives to Aggression

22. Asking Permission
23. Sharing Something
24. Helping Others
25. Negotiating
26. Using Self-Control
27. Standing Up For Your Rights
28. Responding to Teasing
29. Avoiding Trouble with Others
30. Keeping Out of Fights

Groups V: Skills for Dealing with Stress

31. Making a Complaint
32. Answering a Complaint
33. Being a Good Sport
34. Dealing with Embarrassment
35. Dealing with Being Left Out
36. Standing Up for a Friend
37. Responding to Persuasion
38. Responding to Failure
39. Dealing with Contradictory Messages
40. Dealing with and Accusation
41. Getting Ready for a Difficult Conversation
42. Dealing with Group Pressure

Groups VI: Planning Skills

43. Deciding on Something to Do
44. Deciding What Caused a Problem
45. Setting a Goal
46. Deciding on Your Abilities
47. Gathering Information
48. Arranging Problems by Importance
49. Making a Decision
50. Concentrating on a Task

Thinking Errors

Our thinking controls our behaviors and we think before we act. The way in which we think will determine the way that we handle situations. Individuals that think delinquent will act delinquent. “If you believe these thoughts, they become a self-fulfilling prophecy”

All-or-Nothing Thinking	I think of things in absolute terms, like “always”, “every” or “never”. If I fall short on a project I see myself as a total failure.
Overgeneralization	I take isolated cases and use them to make wide generalizations. I see one negative event as a never ending pattern of defeat.
Mental Filter	I focus on the negative or upsetting aspects of something while ignoring the rest. I selectively only hear the one tiny negative thing surrounded by all the positive things that are occurring as well.
Fortune Telling	I anticipate that things will turn out badly, I feel convinced that my predictions are already established as fact.
Emotional Reasoning	I make decisions and arguments based on how I feel rather than objective reality. I become blinded and cannot tell the difference between feelings and facts.
Shouldering	I always focus on those things I can’t control. I feel I “should” be able to control everything and handle all situations both in my life and in the lives of others.
Labeling	Rather than describing the specific behavior, I assign a label to someone or myself that puts them in absolute and unchangeable negative terms.
Can’t Stand it	I am intolerant when I have to do things I don’t enjoy. I think to myself that I “can’t stand” certain things instead of acknowledging I just don’t enjoy them.
Unreal ideal	I make unfair comparisons between certain individuals and myself. I compare myself with people who have a specific advantage in some area. I make unfair comparisons which cause me to feel inadequate.
Egocentric Thinking	I think that it is important that I persuade others to think that same way that I do. If I do this then I feel that there are more people on my side and I feel as if I have allies.
Power Play	I try to dominate, manipulate and control others. I know the right way to do things but I prefer to do things “my way”. I view every situation as a win or lose. I will do anything, even wrong or illegal things, to make sure I win.
Closed Channel	I am close minded. My communication is the opposite of open communication. I do not reveal my true thoughts and feelings. Also, I do not accept feedback from others.
Secretiveness	I use secrecy and secrets to control others, make myself feel powerful and to continue being a criminal. I develop secret relationships with others who I think will help me be criminal. I develop secret relationships with others that I feel I can manipulate or abuse. I also use secrets in treatment to avoid others from being able to get to know me.
Entitlement	I think the world owes me. I feel superior to others, even though I have done nothing to earn that feeling. I want others to treat me special and if they don’t, I get mad and I get even.
Keeping Score	I keep track of the times another person confronts me, argues with me, or does me wrong. When I think the other person is wrong or in a position of weakness, I attack that person. I try to hurt them so I can even the score.
Selfish	I do not show care or worry for others. I fail to consider the rights or feelings of others. I do what I want to do, when I want to do it- regardless of who I disappoint or hurt.
Hop Over	I do not answer questions when I know that the answer would be unpleasant. I hop over the question and answer a different question or change the subject. I will try to redefine the problem so I don’t have to talk about things that I don’t want to.
Poor Me	I try to look like I am hurt or everyone is picking on me. I try to get others to give me love and support so I don’t have to be responsible. I try to get those in authority to switch from holding me accountable to becoming my rescuer.
Victim Stance	I try to replace the victim as me being the one that was hurt. When I do this I attempt to convince others that I was more hurt then the victim.

Pet Me	I do things to get others to praise me. My heart is not into what I am doing. I am insincere in my actions. I am just trying to get others to say “good job”.
Mr. Good /Ms. Good	I wear a mask or false front. I give the right answer or act the right way even though that is not how I truly think to feel. On the outside I appear to be a good person but underneath is the beating heart of a real criminal person.
Confusion	I will look confused even though I really know what is going on. I will try to convince others that I do not know what to do or what is expected of me. I will use this to avoid responsibility or as an excuse for not doing what is expected.
Helpless	I act like I am incapable and unable to do what is asked. I think that if I look helpless, people won’t expect much of me and I won’t be held accountable.
Justifying	I make excuses or explanations for my inappropriate behaviors. I try to make something wrong appear that it is not wrong.
Blaming	I blame someone or something for causing me to act the way I did. I blame others so I can avoid responsibility for my actions.
Magnification	I exaggerate my behaviors or situations that occur. I often look at the negative things that happen and I exaggerate their importance. I look at small errors and view them as giant catastrophes.
Minimization	I discount my inappropriate behavior. I try to make wrong behavior appear insignificant. Sometimes I compare my wrong behavior to “worse” behavior so I don’t appear as bad. I use phrases like sort of/ just a little/ all I did was/ kind of.
Mind Reading	I assume I know the thoughts, motives and intentions of others. I don’t bother to ask others what they think or what is important to them because I believe I already know.
Anger	I feel anger in many situations or most of the time. My anger quickly becomes intense. I use tantrums, outrage and aggression to express my anger. I don’t think rationally when angry. My anger leads to criminal acts. Sometimes I use anger to shift focus off of the problem or me to something else. My anger pushes me to seek revenge. Sometimes I pretend to be angry so I can justify hurting someone else.
Super- Optimism	I believe I am such a slick criminal person and no one can catch me or be wise to my criminal tricks. I am aware if I do wrong and get caught I will be punished but I think I won’t get caught or if I do I can talk my way out of it.
Ownership	I view others as possessions. I act as if I have total control over another person. I ignore the fact the other person has feelings and needs. I abuse power in the relationship.
Making Fools Of	I do this in public or in my mind. I exaggerate the mistakes or weaknesses of others to put them down and make me feel superior. If done in public I do this to try and raise my status by tearing others down.
Can’t Wait	I am impulsive. I do not wait for the proper time to do things. I cannot delay my desires. I want what I want, when I want, even if it is not the right time.
Perry Mason	I use legal arguments to confuse or distract others from what is really relevant. I skillfully focus on rules or morals and I hide behind them so others cannot force me to be responsible. I especially ignore the spirit of the law or rule so I can use a literal interpretation to mislead others. I divert attention from the real issues by focusing on irrelevant, nit-picking details.
Zero- State	I feel worthless, like I am a zero. I think others can tell I am a zero; or I am afraid others may discover I am really a nothing. I engage in illegal/dangerous activities so I can prove to others/myself that I am not a zero.
Uniqueness	I feel I am different from others, even though the crime may be similar. I will prove my crime is different. I think I am different so things that apply to others don’t apply to me. I know rules apply to others but I believe that if people would realize how different I am, they would also realize these rules don’t apply to me.
Criminal Pride	I take pride in being a criminal. My self-esteem is based on my criminal deeds and accomplishments. Criminal deeds could include criminal offences or merely breaking rules. I feel proud when I get away with things.

Character Traits

VISIONARY <i>is committed to growth, looks beyond problems to causes, and develops precise solutions for success</i>						
WISDOM vs. Foolishness Seeing and responding to life situations from a perspective that transcends my current circumstances	DISCERNMENT vs. Shortsightedness Understanding the deeper reasons why things happen	FAITH vs. Presumption Confidence that actions rooted in good character will yield the best outcome, even when I cannot see how	DISCRETION vs. Simplemindedness Recognizing and avoiding words, actions, and attitudes which could bring undesirable consequences	INTEGRITY vs. Dishonesty Choosing to do what is right over what is convenient	CREATIVITY vs. Underachievement Approaching a need, a task, or an idea from a new perspective	ENTHUSIASM vs. Apathy Expressing joy in each task as I give it my best effort
TEACHER <i>imparts wisdom, maturity, and skill to others; validates direction and ensures completeness</i>						
SELF-CONTROL vs. Self-indulgence Rejecting wrong desires and doing what is right	HONOR vs. Disrespect Respecting those in positions of leadership because of the higher authorities they represent	DILIGENCE vs. Slothfulness Investing all my time and energy to complete each task assigned to me	THOROUGHNESS vs. Incompleteness Knowing what factors will diminish the effectiveness of my work or words if neglected	BENEVOLENCE vs. Selfishness Giving to others' basic needs without having as my motive personal reward	SECURITY vs. Anxiety Structuring my life around that which cannot be destroyed or taken away	PATIENCE vs. Restlessness Accepting a difficult situation without giving a deadline to remove it
SERVER <i>sees and meets others' needs, frees them to accomplish goals, and invests time and energy in their success</i>						
ALERTNESS vs. Unawareness Being aware of that which is taking place around me so I can have the right responses	HOSPITALITY vs. Loneliness Cheerfully sharing food, shelter, or conversation to benefit others	GENEROSITY vs. Stinginess Carefully managing my resources so I can freely give to those in need	JOYFULNESS vs. Self-pity Maintaining a good attitude, even when faced with unpleasant conditions	FLEXIBILITY vs. Resistance Being willing to change plans or ideas according to the wishes of my authorities	AVAILABILITY vs. Self-centeredness Making my own schedule and priorities secondary to the wishes of those I serve	ENDURANCE vs. Hopelessness The inward strength to withstand stress and do my best
ORGANIZER <i>visualizes final results and directs resources for the successful completion of goals</i>						
ORDERLINESS vs. Confusion Arranging myself and my surroundings to achieve greater efficiency	INITIATIVE vs. Idleness Recognizing and doing what needs to be done before I am asked to do it	RESPONSIBILITY vs. Unreliability Knowing and doing what is expected of me	HUMILITY vs. Pride Recognizing that nothing I have done could have been achieved without the investments of others	DECISIVENESS vs. Procrastination The ability to recognize key factors and finalize difficult decisions	DETERMINATION vs. Faintheartedness Purposing to accomplish right goals at the right time, regardless of the opposition	LOYALTY vs. Unfaithfulness Using difficult times to demonstrate my commitment to those I serve
MEDIATOR <i>is deeply loyal and compassionate; analyzes the benefits and problems of a given direction</i>						
ATTENTIVENESS vs. Distraction Showing the worth of a person or a task by giving them my undivided concentration	SENSITIVITY vs. Callousness Exercising my senses by perceiving the true attitudes and emotions of those around me	JUSTICE vs. Corruption Personal responsibility to uphold that which is pure, right, and true	COMPASSION vs. Indifference Investing whatever is necessary to heal the hurts of others	GENTLENESS vs. Harshness Showing consideration and personal concern for others	DEFERENCE vs. Rudeness Limiting my freedom so I do not offend the tastes of those around me	MEEKNESS vs. Anger Yielding my personal rights and expectations with a desire to serve
IDEALIST <i>has integrity, is open to correction, is willing to identify problems, and speaks the truth boldly</i>						
TRUTHFULNESS vs. Deception Earning future trust by accurately reporting past facts	OBEDIENCE vs. Willfulness Quickly and cheerfully carrying out the proper direction of my authorities	SINCERITY vs. Hypocrisy Eagerness to do what is right with transparent motives	VIRTUE vs. Impurity Consistently making right choices according to good character	BOLDNESS vs. Fearfulness Confidence that what I have to say or do is true, right, and just	FORGIVENESS vs. Rejection Clearing the record of those who have wronged me and not holding a grudge	PERSUASIVENESS vs. Contentiousness Guiding vital truths around another's mental roadblocks
PROVIDER <i>is resourceful, prudent, and thrifty; constantly ensures the best use of all available resources</i>						
RESOURCEFULNESS vs. Wastefulness Finding practical uses for that which others would overlook or discard	THRIFTINESS vs. Extravagance Allowing myself and others to spend only that which is necessary	CONTENTMENT vs. Covetousness Realizing that true happiness does not depend on material conditions	PUNCTUALITY vs. Tardiness Showing esteem for others by doing the right thing at the right time	TOLERANCE vs. Prejudice Realizing that everyone is at varying levels of character development	CAUTIOUSNESS vs. Rashness Knowing how important right timing is in accomplishing right actions	GRATEFULNESS vs. Pride Letting others know by my words and actions how they have benefited my life



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TEMPORARY RELEASE RULES

All residents of China Spring Youth Camp are under the guardianship of the director of this camp. When a resident is temporarily released from the camp for any reason s/he is still responsible for following facility rules.

Failure to follow temporary release rules will result in disciplinary action, loss of privileges and/or affect program length



Medical Appointment/Special Pass

Out of camp appointments may be granted for the purpose of allowing the parent to take an active role in their child's health or legal situation. Special passes may also be granted per Administration approval.

- Residents are not to go home
- Return at specified time
- No contact with unauthorized persons.
- No contact with friends
- 100% sight supervision
- No tobacco/nicotine products, i.e. vapes, "Juuls", pouches, cigarettes, etc.
- No alcohol
- No illicit drugs
- No driving
- No items may be brought into the facility without approval
- All stops (including meals) must be approved. Meal receipts must be turned into staff upon return.



Home Visit

Home visits are granted so the family can spend quality time together. As such,

visiting with friends is restricted according to your child's stage, please see below for requirements.

- House Arrest, 100% sight & sound supervision by parent(s)/guardian(s)
- Return at specified time
- No use of social media, cell phones, or communication with friends/peers without prior Camp approval
- No Facebook/Twitter/Instagram/Snap Chat or any Social Networks
- All rules of probation apply (no contact with residents/ex-residents of the facility or those on probation/parole)
- No tobacco or nicotine products, i.e. vapes, "Juuls", pouches, cigarettes, etc.
- No alcohol and illicit drugs
- No driving/operating motor vehicles (ATV/Dirt Bike, etc.)
- Extreme sports need approval through Supervisor/CM.
- No items may be brought into the facility without approval
- Resident is prohibited from consuming any type of energy drink.
- No altering of appearance (hair color, piercing, tattoos, extreme haircuts/styles)
- **Females:** Only earrings may be worn. No other piercing may be worn. No gauges. Do not bring jewelry back to camp. Males: Not permitted to wear jewelry/makeup.
- **Females:** Must have CM/Supervisor approval for haircuts & color; all makeup must be removed prior to return to camp; eyebrow plucking and waxing ok, no gang related styles/slits/designs.
- **Males:** Must have pre-approval from CM/Supervisor approval to get a haircut and it must be within camp guidelines. This includes trims, touchups, fades, shaving of head, etc. Do not alter appearance to include any gang styles i.e. eyebrows, hairstyles, etc.
- **ALL:** Must call to check in three times daily between 6:00am and 10:00am, 1:00pm and 4:00pm, and 6:00pm and 10:00pm, including the day you leave and the day you return. Please call 775 265-5350, please dial appropriate extension for your dorm (ie #145 - Girls Dorm, #135 - Boys Dorm). If no one answers, leave a message include your name, camp number date and time. Failure to check in will result in shortening of home pass or other additional consequences

Please remember your child has been placed in a juvenile treatment center and although you may not agree with the rules outlined above failure to follow them will affect your child. Do not deviate from the above rules to allow your child a "chance to earn trust". Those opportunities will come later. Your child's manipulation of the rules will be viewed as a violation and, additionally, your attempt to circumvent the rules will be seen as a violation and will affect your child's program. Please be aware we will hold your child accountable regardless of who is responsible. This includes but is not limited to failure to return at the specified time.

Guardian's Signature

Resident's Signature