



Dear Parents,

We would like to welcome you and your child to the Academy at SOAR! You both are about to embark on a significant adventure, and it is important for you to prepare ahead of time to ensure this is a successful experience for all. You are giving your child a wonderful gift by enrolling them in the Academy at SOAR.

The Academy at SOAR is certified as a Non-Public School by the state of North Carolina. Therefore, we have been granted authority to provide academic instruction, credits and diplomas to students enrolled in the program. What this means is that the Academy at SOAR has undergone a rigorous inspection process and complies with the high academic and facilities standards required to provide a safe and outstanding experiential learning environment for your child. SOAR is also accredited by the American Camp Association (ACA), a group comprised of community and camp professionals who are dedicated to enriching the lives of children and adults through the camp experience. This unique blend of academics and adventure have allowed us the opportunity to create a truly unique and remarkable experience for your child.

More specifically, we believe experiential education is one of the best ways to teach teens to be successful, independent, and self-sufficient in a close cooperative learning community that is supportive of their individual gifts and differences. Our goal is to give students a wide range of activities, skills, and experiences that will not only challenge them while they are enrolled at the Academy at SOAR, but will also relate to their experiences at home and in the future. After students return home, parents frequently comment to us about how much their youth has grown, not only physically, but in their attitudes and self-esteem. These are important and positive changes we strive to instill in our students while on their adventure at the Academy at SOAR.

We look forward to providing your child with a year full of growth, learning, fun, friends, and many unforgettable memories!

Sincerely,

Logan Walters
Academy at SOAR Director

John Willson
Executive Director

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Parent Checklist

- Carefully read SECTIONS 1-3 of this Academy at SOAR Handbook.
- Complete the Required SOAR forms packet included in this envelope ASAP. This packet includes the emergency contact information, medical history, student goals worksheet and the assumption of risk. Be sure to send the following back to SOAR: (Fax: 828-456-3449)
 - Completed Required Forms Packet.
 - Signed Semester Contract
 - Physical Form **(REQUIRES DOCTOR SIGNATURE)**.
 - Copy of immunization records.
 - Copy of insurance and prescription card(s) (front & back).
 - Copy of flight itinerary (if applicable).
- Call SOAR to schedule inbrief time and confirm arrival times (828) 456-3435 (EST).
- Set up student debit card account (info on pp. 16)

Academic Checklist for Parents

- Please mail or fax Academic Records. Fax is (828) 456-3449 attn: Academic Director
- Submit Academic History
 - Academic Records – Report Cards / Transcripts (Last 2 years is sufficient)
 - IEP – If available contact most recent school
 - Assessments – Most recent standardized tests scores (includes Stafford, PSAT, SAT, ACT, CAT and Nova). Send any Psychological evaluations if available
- Submit course titles and academic subjects for the semester.
 - Note: Course names vary from state to state, so you will want to inquire at your child's current school district in order to determine what he/she would take this year. If your child will be enrolled at a different school post semester, then you will want to align his courses with that state or school's curriculum.
- Additional Support Materials - Instructional materials are available for standard courses, however, additional textbooks, teacher editions, workbooks, and novels may be requested to meet the needs of the individual student. A novel for group literature study may be required. You will be notified of the title, author, cost and retailers that offer the given book prior to the semester start.

MY INBRIEF and Arrival TIME: _____

- Final payment is due before your child's course begins. Payments can be mailed, charged to credit card via telephone, or made online.
- Complete both the Academic (pp. 13) and Field gear for your course (pp 25-30)

COMMUNICATION

One of our students' greatest opportunities in the program is developing independence. However, this may mean limited communication with family and friends. With over 30 years experience working with ADHD and LD students, SOAR has found that while limiting communication can be challenging, it provides the student with the opportunity to disconnect from their past environment and allows them to fully focus on themselves and their current experience. This enhances their ability to become self aware and proactive in advocating their needs to staff, verses only communicating frustrations to their families. With this in mind SOAR has designed the following communication procedures.

Phone Use by students

Due to the wilderness setting of expeditions, students will have the opportunity to call home only while on base. Students will be welcome to talk with their family for up to 20 minutes. When the student finishes their conversation, a SOAR instructor will end the conversation, answering any questions. All students will call home the Sunday ending their expedition phase. You will be assigned a specific call time during the inbrief process. Throughout the semester, if you need to reschedule your parent phone call due to a scheduling conflict, please call Achievement Hall during business hours (828) 456- 3315.

Updates from Staff

Field and Base staff will speak with parents during the scheduled call home. Additionally, staff may call to inform parents of issues or needed prescription refills. Academy Directors may call or e-mail periodically to answer questions, or to discuss behavior and progress towards goals. Please do not directly contact our instructors through their cell phones, unless directed to do so.

*Any time your student communicates something that causes questions or concern, please do not hesitate to call or email the Academy Directors, Logan Walters, Jeremy Neidens, and Julie Dixon, during business hours. When they are in the field they cannot check their email accounts, so please call their cell phones for time sensitive matters. They would prefer being called during business hours; however for **emergencies** their cell phones are available 24 hours a day. Parents with students in our Western Program should first attempt to speak with Jeremy Neidens.*

Letters

Students are encouraged to write letters to family and friends whenever they would like. All students are required to write at least one letter home for every week they are in school. Parents are encouraged to write letters and or send small care packages to their students.

Please do not send large amounts of candy or junk food. Healthier snacks are welcome and all food items will have to be shared with the entire team. Please respect SOAR guidelines by not sending items that would not be allowed in our wilderness based program (this includes cash that we are not made aware of, video games/psp's, cell phones, etc).

Emailing and Computer Use

If you would like to email your child, SOAR will deliver any email sent to the following address: admissions@soarnc.org. (Please put student's name & course in the subject line).

Students will have computer access, however all computer use is for school purposes only. A team may earn other computer-use privileges by writing proposals and completing their responsibilities. This includes access to their personal email accounts.

SOAR WEBSITES

Academy at SOAR www.academyatsoar.org
SOAR Inc. <http://www.soarnc.org>
Teacher Blog <http://www.soarteacherspotlight.blogspot.com>

Fall Semester

Appalachian 1

<http://www.soarat1-1112.blogspot.com>
<http://www.soarat1.shutterfly.com>

Appalachian 2

<http://www.soarat2-1112.blogspot.com>
<http://www.soarat2.shutterfly.com>

Yellowstone

<http://www.soarys1-1112.blogspot.com>
<http://www.soarys1.shutterfly.com>

Spring Semester

Southeast Coastal 1

<http://www.soarsec1.shutterfly.com>
<http://www.soarsec1.blogspot.com>

Southeast Coastal 2

<http://www.soarsec2.shutterfly.com>
<http://www.soarsec2.blogspot.com>

Southeast Coastal 3

<http://www.soarsec3.shutterfly.com>
<http://www.soarsec3.blogspot.com>

Southwest/California Coastal

<http://www.soarsw1.shutterfly.com>
<http://www.soarsw1.blogspot.com>

ACADEMY AT SOAR PHILOSOPHY

"Learning to thrive and not just survive"

The Academy at SOAR is designed for individuals whose primary learning style is experiential and/or kinesthetic in nature. Based on the Walkabout Education Model, emphasis is placed upon applying knowledge to real situations, developing the whole person, and demonstrating competence to thrive in society (Gibbons, 1994). Activities are experiential, challenging, risk-oriented, and student-directed. As well, they provide a significant confrontation with self and facilitate appropriate transition to adulthood (Knapp, 1989).

"Every opportunity to succeed"

The Academy at SOAR is designed to promote the gifts and strengths of each participant. The challenges on this program and their resultant successes build self-esteem, self-confidence and self-reliance. One success, however small, builds on another as students begin to recognize and acknowledge their own worth. Each student is challenged at their own ability level, with a variety of adventure opportunities, such as backpacking, sea kayaking, rock climbing, and whitewater rafting. They are asked to stretch past perceived limits and are provided the necessary support and encouragement to make such a move. They are asked to take responsibility for all aspects of their life.

Nature plays an essential role in this kind of experience. For some, it provides a place to examine and discuss personal issues. For others, it's a chance to clarify personal values as the natural world reminds us of those things truly important. For all, it's an opportunity to discover innate creativity and resourcefulness in the absence of technological crutches. As such, it's a time to strengthen the inner self.

The group also plays an integral role in the success of each student. The peer group provides the necessary motivation and encouragement to examine individual choices and behaviors. The group does not move forward until each of its members is ready. The team creates a culture of accountability where unfulfilled responsibilities have logical and natural consequences.

While not a formal treatment program, the Academy at SOAR is able to facilitate a significant amount of personal growth and development. Adventure experiences, the natural environment, committed staff, motivated participants and the group process all contribute to promote personal growth and development of the whole person.

THE ACADEMY AT SOAR DESIGN

"Learning that goes beyond books"

The Academy at SOAR realizes the critical need for quality education, and the necessity to meet students at their individual level of achievement and to key into their unique learning style. To do so requires developing an individualized academic plan for each student and providing instruction utilizing traditional and alternative teaching methods. Understanding the individual learning style of each student is one critical step in this process. Students will complete the C.I.T.E. Learning Styles Inventory to identify learning style strengths, as well as a StrengthsQuest © Evaluation, identifying their "Top 5" individual strengths. This increases student's self-awareness, and is utilized in the presentation and reinforcement of academic material. Mathematics, Language Arts, Social Studies, and Environmental Science, are presented in an academic format combining classroom instruction and educational field experiences.

"Survival skills for the real world"

The program is designed to provide students the opportunity to develop what are called "Life Success Attributes". The qualifiers listed in the Life Success Attribute Model are those identified by MH Raskind, RJ Goldberg, EL Higgins and KL Herman in Life Success for Children with Learning Disabilities: A Parent Guide; FrostigCenter, Pasadena, CA; 2003 pub.; www.Ldsuccess.org. The 6 life attributes are indicators of future life success, and as such can be nurtured to help develop resilience and a deeper understanding of one's abilities, challenges and strengths. The Academy at SOAR has adapted this groundbreaking research and applied it to our course design. The 6 life Success Attributes include: Self-Awareness, Proactivity, Perseverance, Goal Setting, Support Systems, and Emotional Coping Strategies.

Each program begins with all distractions removed from the environment. At the start of the program, no I-pods, video games, personal computers, internet, TV's, movies, junk food, etc, are permitted (students may bring these items, but they must be handed in at the start and they will not have access until a proposal is passed). This gives our students the opportunity to become a unit and to learn how to complete their responsibilities. Once students and their team are moving forward on their goals and responsibilities, they have the opportunity to advocate for their additional needs, through writing and presenting their proposals to the Director. When students and teams are progressing in a positive direction, they often find that most of their proposals are passed when they advocate for their needs and wants in a positive manner.

Students are involved at each level of the planning process to facilitate the development of critical life skills. Organization, time management, and communication skills are developed as students plan and implement each activity. Decision-making skills are enhanced as students are empowered to make the day-to-day decisions that affect their lives. Likewise, problem-solving skills are developed as they find solutions to real-life problems. Critical life skills, self-reliance, and social responsibility are difficult to teach, but are easy to learn once students are invested in what they are doing and excited about their chosen endeavors.

Service learning projects are a significant component to the Academy at SOAR program model. This component increases student awareness of their role in the human family through volunteer service, and provides tangible opportunities for learning social responsibility. The semester course model provides an abundance of both investment and excitement. Upon program completion, students walk away recognizing that learning is a life-long pursuit and come to view life as a journey, rather than just a destination.

Life Success Model Adapted to SOAR's Semester Course Design

The qualifiers listed in the Life Success Attribute Model are those identified by MH Raskind, RJ Goldberg, EL Higgins and KL Herman in Life Success for Children with Learning Disabilities: A Parent Guide; Frostig Center, Pasadena, CA; 2003 publication; www.Ldsuccess.org. The 6 life attributes are indicators of future life success and as such can be nurtured to help develop resilience and a deeper understanding of one's abilities, challenges and strengths. SOAR has adapted this groundbreaking research from Frostig and applied it to our Semester Course Design.

The following checklist is the goal of our semester course program as it relates to Frostig's Life Success Model:

1. Self-Awareness

- Is aware of academic strengths
- Is aware of academic weaknesses
- Is aware of non-academic strengths
- Is aware of non-academic weaknesses
- Is aware of talents and abilities
- Is aware of their feelings, opinions & Values
- Understand and accepts learning disability
- Is able to compartmentalize

3. Perseverance

- Understands the benefits of perseverance
- Works at academic tasks despite difficulties
- Works at non-academic tasks despite difficulties
- Knows how to deal with obstacles and setbacks
- Knows how to adjust to change
- Knows when to quit

5. Support Systems

- Knows when they need help
- Knows how to get that help
- Seeks help when needed
- Is willing to use technological supports
- Is aware of laws to help people diagnosed with learning disabilities

2. Proactivity

- Participates in classroom and social activities
- Makes decisions and acts upon those decisions
- Understands the pros and cons of decisions
- Recognizes when a decision needs to be made
- Knows how to evaluate problems
- Takes responsibility for actions
- Feels control over their world
- Is assertive and stands up for themselves
- Is self-confident

4. Goal Setting

- Sets academic goals
- Sets non-academic goals
- Prioritizes goals
- Knows when a goal is realistic
- Develops plans and steps for reaching goals
- Understands short and long-term goals
- Finds ways to reach goals when faced with obstacles
- Works with others to reach goals

6. Emotional Coping Strategies

- Is aware of how their emotions affect behavior
- Recognizes situations that cause stress, frustration, and emotional upset
- Uses strategies to avoid or reduce stress
- Recognizes the onset of stress
- Knows when outside support and help is needed

ACADEMIC DESIGN

Academic Mission Statement

The overall mission of the academic component is to provide an alternative, experiential environment that nurtures self-discovery and independent inquisition. Many students have experienced difficulty in the traditional academic setting, stemming from a variety of factors including, but not limited to, LD, AD/HD, negative feedback from peers and teachers, inability to self-advocate, peer influences, and poor academic performance. Beyond providing content instruction in each course, the Academy at SOAR seeks to modify the student's perception of him or herself as a student, allowing them to become aware of their unique strengths, abilities, and challenges, along with techniques to overcome academic hurdles.

Accommodations

This mission is carried out by providing individualized instruction based on the needs of each student. As a transitional program, emphasis is placed on providing each student the skills and strategies needed to successfully go wherever their journeys take them upon completion of their time at the Academy at SOAR.

Flexibility in instructional methods and course-work offerings is necessary to meet the needs of each student. Though traditional instruction is used at times during classroom days, the Academy at SOAR seeks to implement multi-sensory and experiential methods whenever possible to make learning experiences more relevant and meaningful. Accommodations, including alternative assessments, oral testing and project based activities, are frequently implemented to meet the needs of students.

Learning Environment

Further, it is the Academy at SOAR's desire for every student to maintain a safe, accepting environment that allows students to make mistakes, yet learn from these mistakes. This goal is implemented by creating an environment of respect and kindness between students, their peers and teachers as we examine material worked on. Though feedback is critical in the development of young minds, it is constructive and focuses on both strengths and areas targeted for growth. The Academy at SOAR's philosophy is to prompt students to verbalize feedback to themselves, whereby taking ownership of successes and challenges, rather than relying on others for praise and criticism. This method has been selected for its utility in shaping students into independent, self-aware learners.

Classroom Days

The typical school day begins at 9am and ends at 4pm, with one hour for lunch and one hour focused on life skills. There are typically 5 to 6 periods each day, depending on the curricular needs of the group. Students may be dismissed early for exceptional performance or kept later for additional instruction. Classes typically run for 50-55 minutes with a 5-10 minute break in between for restroom use, socialization, and preparation time for teachers. There are two classrooms, each with a white board and space for students to sit at either desks or tables. Although the classrooms are smaller than those found in traditional schools, their average class size is 8, with a student to teacher ratio of 4 to 1. Computers, printers and internet access are available for projects and research. *Students attending SOAR beginning in the Fall of 2011 are **now required** to bring laptops for academic use. This is necessary due to the frequency in which students use different computing applications within the context of their daily class work. Information on quality laptops that can be purchased for \$300.00 or less is available on the Academic Supply List.

Expeditions

The Academy at SOAR operates on a 3-week cycle: one week on base and two weeks on expedition. Expedition curriculum, in addition to each student's individualized curriculum is adapted from textbooks and/or drawn from outside sources to ensure relevance to each expedition locale. For example, students backpacking on the Appalachian Trail will typically read Cherokee folktales about the region, learn about Civil War battle sites nearby, calculate average daily miles per hour or plot their course on a grid, and study deciduous trees commonly encountered on that portion of the trail. Though great care is taken to relate material to expedition locations, the overall goal is to provide a consistent level of instruction for students regardless of their location—classroom or trail.

Instructional Design

It is the responsibility of semester teachers to modify and adapt the curriculum to provide appropriate, meaningful learning experiences both inside and outside of the classroom. Teachers plan lessons and activities for students to complete on a daily basis, five days per week, while on expeditions in each subject. Wilderness Field Staff are responsible for providing instruction, remediation and ensuring students complete work at an acceptable pace with an acceptable degree of quality. They are also responsible for reporting back to the academic team specific student concerns or needs that need to be addressed to ensure successful academic experiences for each student on every expedition.

Mainstays in the academic structure of the program include weekly letters home, blogging, journaling, weekly budgets and final presentations. The teaching staff facilitates weekly letters to be mailed home. Students will produce and deliver an academic presentation during the Parent Weekend on select semesters, with support from the teaching staff. Journaling and weekly budget are overseen by the Base and Wilderness Field Staff.

Summary

In summation, the overall mission of The Academy at SOAR's academic program is carried out through individualized instruction both in and out of the classroom with the use of accommodations and adapted curriculum. Students are encouraged to develop self-awareness through learning and to advocate and provide feedback to his or herself. The curriculum is broken down into three-week units that are composed of at least one base week and one expedition, focusing on content in the classroom and relevant application in the field. Additionally, students have weekly and semester-long responsibilities while in the program that further support the mission.

Academic Course Offerings

The following courses of studies are available in our academic programs

Math

- Middle School Math
- Pre-Algebra
- Algebra I
- Algebra II
- Geometry

Science

- Environmental Science
- Earth Science*
- Natural Science*
- Biology**

*may be offered if it is a student course requirement. However, the academy will request a copy of the student textbook, teacher's manual and a course syllabus from student's home school for planning purposes prior to the start of the semester. This course would be an individualized course, so all topics may not be covered.

** This course would be an individualized course, so all topics may not be covered. A lab will not be offered with this class if selected.

Language Arts

- Survey of American Literature
- Narrative/expressive writing
- Expository writing
- Argumentative/Persuasive writing
-

History

- Social Studies
- Civics/US Government
- World History
- US History

*** **A word on Electives:** Beginning the Fall 2011, specific elective courses **will not** be offered at SOAR during student's 5 day base phases. Due to the nature of the SOAR expedition experience, we believe SOAR students receive well beyond the enrichment found at most traditional schools. We are reserving limited base phase academic time for core academics and addressing individual student academic needs. Specific questions regarding this may be directed to Mike Lefko, Academic Director for the Academy at Soar at (828)456-3315.

The Academy at SOAR ACADEMIC SUPPLY LIST- ALL COURSES

Required School Supplies:

It is not necessary to send these ahead of time. Students may bring school supplies to base on registration day.

- ❑ 2 Flash Drives—at least 512MB- (one to be left at the schoolhouse, and one for activities with base staff)
- ❑ Pencil Pouch that will fit in a 3 ring binder
- ❑ Pens/Pencils*
- ❑ 3 ring notebook
- ❑ Dividers (8)
- ❑ Notebook paper
- ❑ 2 Composition Notebooks (used for journaling & budget)
- ❑ Calculator**
- ❑ Lock with 2 keys (for locker)
- ❑ At least 4 novels for independent reading (recommended reading list attached)
- ❑ Literature Circle Novel
- ❑ A laptop (The laptop your student brings for academics should have specifications similar to the recommended laptop below. A higher end PC laptop or a MAC is fine as well but not required.

Recommended:

Compaq Presario CQ62-410US 15.6-Inch Notebook, available from Amazon.com.

Price:

\$359.99- \$364.99

Whatever laptop you select, it should include the following minimum specifications:

- Minimum 2 GB ram
- Minimum 250 G Hard Drive
- Wireless LAN supported (for wireless printing and internet access in the classroom)
- A carrying case for protection
- Microsoft Office applications (MS Word and MS PowerPoint required)

* Please send enough for the whole semester (3-4 packs). Students tend to misplace the pens/pencils they are sent with quickly and have to use weekly spending money for replacements. Additional pens/pencils will be kept in a safe place until they are needed.

** A basic function calculator is fine for all math at or below Algebra I. A graphing calculator is needed for higher level courses. We recommend the TI-83 or TI-84.

Optional School Supplies:

- ❑ Markers and Colored Pencils
- ❑ Project Materials
 - Clay, colored paper, paint, yarn, etc.

SOAR Semester Course Suggested Reading List 2012

Students will be required to bring among other things, at least 4 self – selected novels for independent reading and reflection over the course of the semester. Below is a list of recommended selections that you and your child may choose from. This list is by no means exhaustive, nor do students need to limit themselves to titles only on this list. The guidelines are that:

- Selections should be fiction or non-fiction novels of significant length.
- Students and parents should select books carefully for an appropriate independent reading level.
- Students should refrain from comic books, or books in that genre. Other than that there are no restrictions.

***You will be informed of the required novel for Literature Circles and Novel Study for the Spring 2012**

The Suggestions:

Mutant Message Down Under by Marlo Morgan

(recommended by SOAR's own Kylie Cyr)

The Iceberg Hermit by Arthur Roth

All Quiet on the Western Front by Erich Maria Remarque

Hatchet by Gary Paulsen

The Cay by Theodore Taylor

Sunrise over Fallujah by Walter Dean Myers

Hero by Perry Moore

The Curious Incident of the Dog in the Nighttime by Mark Haddon **Who dunnit**

Into the Wild by Jon Krakauer

In the Heart of the Sea: The Tragedy of the Whaleship Essex by Philbrick **True Story/Adventure**

Swimming to Antarctica by Cox **History/True Story**

Brothers of War by Marshall Martin **True Story**

We Die Alone: A WWII Epic of Escape and Endurance by David Howarth **Civil War Tale**

As Far as My Feet Will Carry Me: The Extraordinary True Story of One Man's Escape from a Siberian Labor Camp and His 3-Year Trek to Freedom by Josef Bauer **History**

Lost in the Jungle: A Harrowing True Story of Adventure and Survival by Y. Ghinsberg **Adventure**

Adrift: Seventy-six Days Lost at Sea by S.Callahan **Adventure**

Freak the Mighty by Rodman Philbrick **Adventure**

Jake Reinvented by Gordon Korman (Modern Based Great Gatsby) **Young Adult Fiction**

The Great Gatsby by F. Scott Fitzgerald **Novel**

Peak by Roland Smith **Novel**

The Outsiders by S.E. Hinton **Adventure Fiction**

The BFG by Ronald Dahl **Young Adult Fiction**

Metaphysical Fiction

Adventure/History

WWI

Adventure

Adventure

War/Current Events

Coming of Age

Who dunnit

True Story/Adventure

History/True Story

True Story

Civil War Tale

History

Adventure

Adventure

Young Adult Fiction

Novel

Novel

Adventure Fiction

Young Adult Fiction

Children's Fiction

Avalanche by Paul Kropp
Caught in a Blizzard by Paul Kropp
Hacker by Alex Kropp
Terror 9/11 by Doug Paton
Chronicles of Narnia by C.S Lewis
Call of the Wild by Jack London
Old Man and the Sea by Ernest Hemingway
To Kill a Mockingbird by Harper Lee
All the Kings Men by Robert Penn
Roll of Thunder Hear my Cry by Mildred D. Taylor
Daniel Boone by James Dougherty
The Adventures of Huckleberry Fin by Mark Twain
The Giver by Lois Lowry
The Hiding Place by Corrie Ten Boom
The Jungle by Upton Sinclair
The Jungle Book by Rudyard Kipling
The Red Badge of Courage by Stephen Crane
The Scarlett Letter by Nathaniel Hawthorne
Way to be! by Gordon B Hinckley

Check Amazon.com for reviews

Adventure
Non-Fiction Adventure
Theft Fiction
Courage Fiction
Fantasy
Adventure Novel
Tragedy Novel
Southern Gothic
Political Fiction
Historical Fiction
American Pioneer
Adventure Novel
Science Fiction Novel
WWII Non-Fiction
Political Fiction
Children's Adventure
Historical Fiction
Historical Novel
Inspirational

PREPARING FOR YOUR ARRIVAL

Packing for Camp

As you begin planning and packing, keep in mind students have a limited amount of space to store their belongings. **Do not over pack!** We've carefully selected each item on the gear list to ensure your child will have everything he or she needs while on course. All items on the gear list are required unless stated otherwise. It's essential you purchase all items on the gear list before your child arrives, as there are not many places to purchase gear near our bases. Be sure to label all of your child's belongings, including clothing, cameras, gear...everything! An excellent label source is Campbound.com. While we make every effort to help your child keep track of their belongings, we will not be responsible for lost items.

Gear Lists & Gear Guides

At the end of this section (pp25-30) and online at www.soarnc.org, you will find gear lists for all SOAR semester courses. Find the semester course your child is attending and purchase the gear listed for that course only. All expedition equipment will be furnished with exception of personal clothing, personal gear, and sleeping bag. A limited number of backpacks are available for loan. Please contact SOAR Admissions if you would like to reserve a backpack as soon as possible. Backpacks will be given on a first-come, first-serve basis.

Do Not Bring:

Expensive or valuable jewelry, hair dyes, skateboards, cell phones, pagers, CD players, radios with speakers, cigarettes, drugs, alcohol, sparklers/fireworks, and weapons (including knives). If any of the above items are brought to SOAR, they will be gathered & held until the end of the course. However, SOAR will not be responsible for any lost or damaged items. Walkmans, Discmans, iPods, MP3 players, or hand held video games brought will be held by semester staff, and will only be available for use pending approval by a Director.

Debit Card & Spending Money

Our goal is to help each student of the Academy to gain experience with managing and budgeting personal finances. It is vital that accountability and responsibility is instilled into our students so they may be able to manage a cashless budget on their own.

- ***In order to make this goal a reality, each family will need to take their student to the bank to open his/her own account PRIOR to their arrival at SOAR. We suggest Wells Fargo since the students will be utilizing Wells Fargo ATMs. If you choose to go with Wells Fargo, request the Teen Checking Account. You may utilize a different financial institution, please be aware that the student will be charged a convenience fee at Wells Fargo ATMs. Instead of SOAR invoicing you for spending money, we ask that you deposit \$500.00 into the account when you set it up for your child to utilize while on course.***
- ***Please ensure that your student receives a debit card in his/her name, chooses a pin number that he/she will be able to remember, and enrolls in online banking. Please inform our staff during the life skills inbrief of the student's pin number and online banking username and password.***
- ***Each week, students will be able to earn a portion of the \$500. Please note, each student's debit card will be held by a staff. This account will also be used to pay for laundry and to make additional purchases as necessary. At the start of each semester the students will make an ATM withdraw (\$60 for Fall & \$80 for Spring) that will cover weekly laundry mat visits for the whole semester. Examples of additional purchases include when expensive gear needs to be***

replaced, doctor visits, or if you would like to pay for a birthday party/dinner out. You may put additional money into the account to cover those costs.

Appearance Guidelines

The Academy at SOAR is dedicated to providing students with meaningful experiences, which allow them to learn and grow. To that end, we feel an obligation to insure each person feels comfortable in his or her attire and is not overly distracted by the clothing of those around them. Therefore, we have formalized our dress and personal appearance code. This dress code takes into consideration the need for self-expression, while also eliminating distractions that might undermine our students' experiences. Clothing that depicts violence, drugs, alcohol, or sexualized references are unacceptable. Staff and students are not permitted to wear provocative clothing. Male staff and students are not permitted to wear pants exposing underwear or clothing with rips in inappropriate places. Additionally, shirts are required unless involved in water activities. Female staff and students are not permitted to wear: short-shorts, tube tops, or any garment that exposes an excessive degree of cleavage or the midriff area, pants that expose their underwear, or clothing with rips in inappropriate places. Uncovered bathing suits should be reserved for water activities and must be either a one-piece bathing suit or bikini with ½ inch straps. String bikinis are not permitted. Significant appearance changes while at camp are not permitted. These include but are not limited to the following: drastic changes in hair style or color, piercings of any kind, and henna (temporary) tattoos.

Inbrief Process

Inbriefs are crucial to a successful Academy at SOAR experience. For arrival day, you will have two options: Group 1: 8:30am -1:30pm or Group 2: 11:45am - 4:30pm

Arrival day will include inbriefs, along with a meet-and-greet with all of the parents, and a program overview; lunch will be provided.

An inbrief consists of two components, a life skills inbrief and an academic inbrief. During the life skills inbrief, you will meet with staff to review medications and goals, and go over any last minute questions. Each family will also have an academic inbrief to review academic classes, set academic goals, and to develop strategies to support each student in achieving success. Please be sure to bring any student paperwork to the inbrief, as you will meet with Cate Walker to go over any outstanding items at that time.

PLANNING FOR END OF SEMESTER

Debrief Process

Debriefs are crucial to a successful transition home and future Academy at SOAR experiences. During the debrief, we will review your child's experience and academic progress on the course. You will also receive a written evaluation. The debrief, combined with the Parent Weekend, will help your family develop an action plan for the future and the transition back home. Please contact Cate Walker ASAP to reserve your debrief time (as this is a first-come/first-serve policy).

Family Weekend and End of Course Celebration

The Parent Weekend is your opportunity to celebrate the success of your child while on course. It is very important both to SOAR staff and your child that you attend. This time together will be an invaluable tool to help your family during your student's transition home. It begins the final weekend of the course around noon on Thursday and ends with final debriefs on Saturday or Sunday. We will provide both lunch and dinner on Friday. You will be sent more materials as the end of the course nears. Please make arrangements for your child to stay with you during this weekend.

The weekend will be held at Lake Junaluska Retreat Center. For your convenience, we recommend staying at the Terrace Hotel at Lake Junaluska (most economical and convenient, however not glamorous) or one of the other hotels surrounding Lake Junaluska. If you prefer a more elegant setting, you are welcome to stay at another location.

**When making reservations at the Terrace Hotel, please inform them that you are with the SOAR group.*

Please note:

You are welcome to bring the entire family, but there will be parent only workshops where your other children will be unsupervised. Please let Cate Walker know how many family members will be attending the weekend.

Spring Family Weekend Schedule (subject to minor changes)

Thursday May 3rd, 2012

Breakfast not included

- 1:00pm Parents meet in the conference room at Lambuth Inn for behavior overview with Logan.
- 5:00pm Conclude workshop and formal events for the day (dinner will not be provided), however, parents are welcome to join Logan at Bocelli's in Waynesville for dinner and socializing
- 5:30pm Social hour at Bocelli's
- 6:30pm Order entrée at Bocelli's

Friday May 4th, 2012

Breakfast not included

- 9:00am Parents meet at Lake Junaluska's Lambuth Inn- room 100 for parent discussion with Logan and Jeremy
- 12:00pm Parents reunite with children over lunch (Logan will direct parents to the dining lodge)
- 1:30pm Student Presentations
- 3:30pm Student Presentations
- 4:45pm Free time or Logan will be available to discuss further questions or concerns
- 7:00pm Dinner for all families at the Colonial
- 9pm Students depart with parents to hotel (**please insure you have received medications and luggage before departing**).

Saturday May 5th, 2012

Breakfast not included

- 9am- 12pm Initiatives, Inter-circle processing with students and families
- 12-5pm Individual student debriefs at **Lambuth Inn**
- 6:00pm Celebration Banquet at Lambuth Inn banquet room

Sunday May 6th, 2012

- 8:00am –3pm Individual Student Debriefs at **Balsam Base**

TRAVEL TO CAMP

Parents are **strongly** encouraged to bring their child to the Semester Program. If you are unable to accompany him or her, please contact SOAR to coordinate travel arrangements.

DRIVING DIRECTIONS TO BALSAM BASE, NORTH CAROLINA

NOTE: Due to limited parking, we discourage families from driving motor homes, boats, or long trailers to Balsam Base Camp.

****Please use caution and maintain a speed of 15 mph or less on the gravel portion of Rosemount Road.***

From Points North & East/Asheville (approximately one hour):

Take I-40 West. Take Exit 27 (Highway 19/23/74).

Following Route 23/74 you **pass**: Waynesville, Hazelwood, W. Waynesville (approx. 5 miles to Blue Ridge Parkway), Rest Area on left, Blue Ridge Parkway entrance on right.

Directly after the Blue Ridge Parkway overpass, turn right onto Rosemount Road around mile marker 94. Look for a green SOAR sign. Follow Rosemount Road approximately 2 miles (the first mile is paved, the second mile is gravel). The gravel section begins with a sharp right turn at Rosemount Cottages. At every fork in the gravel road, go right. The road dead-ends at SOAR's Balsam Base.

From Points West (approximately 2 hours from Knoxville):

Take I-40 East. Take Exit #27 (Routes 19/23/74) to Waynesville.

Following Route 23/74 you **pass**: Waynesville, Hazelwood, W. Waynesville (approx. 5 miles to Blue Ridge Parkway), Rest Area on left, Blue Ridge Parkway entrance on right.

Directly after the Blue Ridge Parkway overpass, you turn right onto Rosemount Road around mile marker 94. Look for a green SOAR sign. Follow Rosemount Road approximately 2 miles (the first mile is paved, the second mile is gravel). The gravel section begins with a sharp right turn at Rosemount Cottages. At every fork in the gravel road, go right. The road dead-ends at SOAR's Balsam Base.

From Points South/Atlanta (approximately 3 hours):

Proceed north on I-85 to I-985. Continue north past Gainesville to the Clarksville area. I-985 merges with Highway 441. Stay on 441 through Clayton and Dillard. Just south of Franklin, NC, take the 441 bypass, which directs you around the Franklin area. Continue on 441 through Dillsboro to NC Highway 23/74. Proceed East towards Waynesville on 23/74 about 9 miles to Balsam.

Just before crossing under the Blue Ridge Parkway, turn left onto Rosemount Road around mile marker 94. Follow Rosemount Road approximately 2 miles (the first mile is paved, the second mile is gravel). The gravel section begins with a sharp right turn at Rosemount Cottages. At every fork in the road, go right. The road dead-ends at SOAR's Balsam Base.



LOCAL AREA ACCOMMODATIONS

LAKE JUNALUSKA (Family Weekend Location)

Lake Junaluska Conference and Retreat Center
91 N. Lakeshore Drive
Lake Junaluska, NC 28745
www.lakejunaluska.com

Terrace Hotel
Lambuth Inn
1-800-222-4930

NEAR ASHEVILLE AIRPORT:

Fairfield Inn by Marriott
31 Airport Park Rd
Asheville 28732
828-684-1144

Comfort Inn
15 Rockwood Rd
Arden, 28704
828-687-9199

Bent Creek Lodge
10 Parkway Crescent
Arden 28704
828-654-9040

WAYNESVILLE:

Best Western
130 Shiloh Trail
828-456-4402

Days Inn
232 Phillips Rd
828-452-9009

Super 8
79 Liner Cove Rd
828-454-9667

Old Stone Inn
109 Dolan Rd
828-456-3333
www.oldstoneinn.com

Providence Lodge
49 Atkins Loop
Lake Junaluska
828-456-6486
www.providencelodge.com

Oak Park Inn
196 S. Main St
828-456-5328

SYLVA:

The Freeze House
71 Sylvan Heights
828-586-8161
(B & B)

Holiday Inn Express
26 Rufus Robinson Rd
Dillsboro 828-631-1111

Blue Ridge Inn
756 W. Main St
828-586-2123

BED AND BREAKFASTS:

Grandview Lodge
466 Lickstone Rd
Waynesville, 28786
800-730-7923
www.grandviewlodgenc.com

Balsam Mtn Inn
P.O. Box 40
Balsam, NC
828-456-9498
www.balsaminn.com/

Oak Hill on Love Lane
224 Love Lane
Waynesville 28786
828-456-7037
www.oakhillonlovelane.com

CAMPGROUNDS and CABIN RENTALS:

Balsam Creekside Cabins
PO Box 205
Balsam, NC 28707
828-456-8007
<http://balsamcreeksidecabins.com>

Moonshine Creek
27 Moonshine Creek Trail
Balsam, NC 28707
828-586-6666
<http://www.moonshinecreekcampground.com/>

The Academy at SOAR GEAR GUIDE

Did you ever receive a gear list from a wilderness program and panic? So much stuff! Likely questions arise. Where do I begin? The outdoor gear industry is like anything else - you get what you pay for. Do you need to purchase expensive gear from a specialty store? Not necessarily. Start by asking yourself these questions:

- How much am I willing to spend?
- Will this equipment ever be used again?
- How comfortable do I want my child to be?

With all of this in mind, let's talk gear! Here are a few tips in looking for the most critical items:

SLEEPING BAG

Weather can be unpredictable, with temperature varying greatly.

What to look for in a sleeping bag:

- The comfort rating is measured in degrees F. Remember the temperature rating is relative. If you are cold or warm natured, remember to compensate accordingly.
- Weight is important - look for a bag that is as light as possible. A 0 - 5 F degree bag should weigh no more than 5 to 7 lbs.
- Compressibility refers to the size of the stuff sack the sleeping bag can be stuffed. The smaller, the better. Be careful, manufactures know you will be evaluating compressibility so they sell very small stuff sacks with their bags. Make sure your child can get the bag back into the sack without difficulty.
- The most efficient sleeping bag design is the mummy bag with a hood or draw string .
- The fill or insulation in a bag will determine the warmth to weight ratio. There are two types of fill: synthetic and down. We require synthetic fill such as Dacron II because it will maintain some insulating value even when wet and will dry much faster than down.

SLEEPING PAD

A sleeping pad is an important part of camping equipment. In addition to comfort, the pad is an essential item providing insulation from the cold ground.

Important information about sleeping pads includes:

- There are two different mattress styles - closed foam and self-inflating open foam
- The closed foam mat price ranges \$9 to \$25
- The self-inflating mattresses are more expensive, starting at \$40
- Closed foam mats are better for icy/snowy conditions

INSECT REPELLANT

A non-aerosol repellent is required (cream or liquid). Aerosol sprays can damage the waterproof characteristics of fabrics including jackets and tents.

RAIN GEAR

Effective rain gear consists of a separate top and bottom made of plastic coated fabric. There are two types of jackets that are adequate: waterproof-non breathable and waterproof-breathable. Breathable materials allow sweat to evaporate through the jacket. Non-breathable will not. Due to the physical nature of the course, we strongly recommend breathable fabrics to ensure comfort. You may also choose to purchase a Soft Shell jacket that combines a fleece and waterproof Layer. These technical fabrics are great in a variety of conditions, but can eventually become saturated in a downpour. The easiest way to ensure comfort is to utilize a number of layers. We recommend a combination of under layer, fleece and a waterproof outer layer for maximum effectiveness in cold, wet conditions.

WATERBOTTLES

Water bottles, also known as canteens, should hold at least 1 qt and **not leak**. The army surplus canteen is a 50/50 gamble as about half of them leak. The old western style round canteens typically leak and are hard to pack. The best option is a plastic "Nalgene" bottle. Please insure you pack two water bottles.

NYLON CORD (50')

This cord is used in the camping setting for clotheslines, lashing gear, etc. It is a small diameter cord and is sometimes referred to as "parachute" cord. Please bring at least 50 feet.

DAYPACK

A daypack is a small backpack used to carry essential gear for day excursions. A school-type book bag will suffice if it has padded shoulder straps and is well constructed. The daypack must be large enough to carry the "five essentials" and then have a little room left over for lunch items. The five essentials include: rain gear, water bottles, flashlight, whistle, and extra warm clothing. Some daypacks have a waist belt. This is a nice feature as it redistributes some of the weight of the pack from the shoulders to the torso.

LARGE BACKPACK AND DUFFEL BAG

Please pack all of your gear and clothing in a duffel bag and large backpack. You will store your gear in a duffel bag while in the cabins at Balsam Base. Duffel bags with zippers that run the length of the bag are easier to use than the old style army duffel bags. Backpacks should be comfortable and approximately 4500 – 7000 cubic inches with a sturdy hip pad and a good suspension system. Prices range from \$50 - \$350. Fit is the most important factor in purchasing a backpack. We recommend an internal frame pack, with plenty space for all of the gear. It is also important to purchase Rain Cover for your backpack that is compatible with the size and shape of your backpack. This will help prevent soaking wet gear.

EATING GEAR

Eating gear should be sturdy but does not need to be fancy. A plastic bowl or a metal sierra cup, spoon, fork, and butter knife are sufficient. They do not need a full blown "mess kit" or "cook set".

WOOL/SYNTHETIC CLOTHING

Wool or synthetic (also known as fleece or polyester) clothing is an important component of a successful outdoor experience. Wool and/or synthetic clothing will keep you warm under the most unfavorable conditions, even when the clothing is wet. Cotton will not! Please **do not** substitute cotton clothing for wool or synthetic clothing items indicated on the Gear Lists. Cotton is an ideal material for jeans and T-shirts as long as you have the wool or synthetic clothing available for cool or rainy weather.

BOOTS

Boot selection and preparation are important. Ensure the boots are comfortable and able to accommodate a pair of trekking socks for a crisp mountain morning. Reputable makers of lightweight hiking boots include: Lowe, Hitech, Danner, Vasque, Merrell. It is critical that you break in any boot before the start of your course. Failure to do so will result in blisters and sore feet. The final step in preparation is waterproofing, if your boots are not already waterproof. Leather/nylon boots can be sprayed with a silicone base spray like Scotch Guard or painted with a liquid silicone treatment such as Aquaseal.

SOCKS

Quality socks are important in preventing blisters. Cotton socks will increase the foot moisture and discomfort. Please purchase wool or synthetic wool socks, such as Smartwool or Thorlo

Backpacking socks. Although these are more expensive, they are more durable and worth the cost. Just be sure to put your child's name on the socks! You may also consider purchasing a liner sock, which can be worn in combination with the backpacking socks. This will further decrease friction between the foot and the boot, and can extend the time in which socks the wools socks can be worn prior to washing.

WATER SHOES

Water shoes will be worn in all water based activities such as swimming. A Velcro-strap "Teva" type is common as is the slip-on water shoe. However some Velcro shoes may get sand stuck in the straps which can create blisters. Keen and Chaco are two brands of popular water shoes that provide a structured foot bed and are longer lasting than the inexpensive water shoes.

SORREL-TYPE BOOT (Only required for Yellowstone and Southwest)

These boots have a rubber sole with a leather upper. The liners are removable so they can be dried. These shoes will keep feet warm well below 0 degrees. Prices range from \$80 - \$150.

FLASHLIGHT

New technology has created a flashlight / headlamp that uses L.E.D. bulbs and will burn significantly less batteries. Brands include, Petzel and Princeton Tech. You can order them at gear stores or Campmor. Prices range from \$30 - \$50. Headlamps are strongly recommended.

MASK, FINS, SNORKEL

A good set of mask, fins and snorkel will be important. The mask should be high grade silicone and fit comfortably on your face. Test fit by holding the mask to the face and applying a mild amount of suction through the nose- the mask should stay in place. Be sure to wash the mask with toothpaste to remove the protective barrier applied for shipping. This barrier makes it difficult to defog the mask in the water. The snorkel should have a purge valve and integrated snorkel keeper. A set can cost between \$50 and \$100. Many people enjoy a neoprene mask strap versus the silicone that usually comes with the mask. There are two types of fins, slip-ons and fins with straps, which require the additional use of neoprene booties. We recommend the latter. The fins that require straps are more durable and allow the snorkeler to enter the water with foot protection (the booties), then put the fins on. Prices range from \$50 - \$150. These items can be purchased during the course at discount shops in the Florida Keys.

The Academy at SOAR GEAR LIST

APPALACHIAN TRAIL

PERSONAL CLOTHING:

- one expedition-weight polypropylene long underwear top and bottom
- one lightweight polypropylene long underwear top and bottom
- two pair of thick wool or pile or fleece pants
- two thick wool or pile fleece sweaters
- eight pair thick wool or polypropylene socks
- four pair polypropylene sock liners
- one set Gortex (or similar waterproof material) pants and jacket storm gear
- one thick wool, pile or fleece hat
- two pair wool or pile or fleece gloves
- two pair of polypropylene glove liners
- one waterproof shell mitten structure
- two belts
- one sun/rain hat (a baseball cap is fine if your rain jacket has a hood)
- two pair quick dry shorts
- one bathing suit
- three sets of day to day clothes
- one set of work clothes (i.e. jeans, T-shirts, flannels, sweatshirts, etc.)
- six pair underwear
- one balaclava (facial hat)

FOOTWEAR:

- one pair waterproof leather or GoreTex hiking boot with flexible unshanked sole
- one pair water shoes or Croc-type sandals (non-velcro), no sandals
- one pair running shoes

PERSONAL GEAR:

- one internal frame backpack (5,500 - 6,000 cubic inch **minimum** capacity)
- one zero degree or below Packable sleeping bag (It should also be synthetic with hollofill or quallofill material. Down and feather bags are **not** acceptable)
- one compression stuff sack for sleeping bag (make sure it fits the Sleeping bag)
- one sleeping pad (Ridge Rest or Therma Rest Standard pads are highly recommended)
- one bowl, one cup, one fork, one spoon (made of plastic or metal)
- three one quart largemouth water bottles (Nalgene is best)
- one laundry bag
- spinning fishing rod
- sunglasses
- backpack rain cover
- sunscreen (SPF 15 or higher)
- whistle with lanyard to wear around neck
- small headlamp with a L.E. D. bulb
- parachute cord or small diameter nylon cord - 50 Feet
- one day pack with waist belt

The Academy at SOAR GEAR LIST **APPALACHIAN TRAIL (cont.)**

PERSONAL HYGIENE NEEDS:

- biodegradable soap
- deodorant
- two toothbrushes
- toothpaste
- two wash cloths
- two bath towels
- razors and shaving supplies, if needed

****No colognes, hairsprays, or mousses - they smell like food to animals

OPTIONAL ITEMS

- Camera
- Eye Glasses (Bring an extra pair if you wear prescription glasses)
- Watch
- Compact Binoculars
- Field Guides
- Camp Chair (A Crazy Creek type chair or conversion kit for the rest pad is ideal)
- IPODS, PSP and laptops (These items will be handed in at the begin of the program, and used according to protocols)

ITEMS NOT TO BRING

1. Do not bring expensive jewelry
2. Do not bring any excessive clothes or items not listed
3. Do not bring a lighter or matches
4. Absolutely no tobacco, alcohol or illegal substances
5. Do not bring a knife.
6. Cell phone

RECOMMENDATIONS

Read the boot insert provided before purchasing a new pair of boots, and insure you have time to break them in before arriving. You may want to shop at a reputable outdoor store for the sleeping bag, backpack, and raingear, as these items are essential for success on the course. Please avoid bringing any items with you that are especially valuable or fragile.

Students should bring belongings in either their backpack and one duffel style bag, or a backpack and one suitcase style bag

The Academy at SOAR GEAR LIST YELLOWSTONE & SOUTHWEST

PERSONAL CLOTHING:

- two expedition-weight polypropylene long underwear top and bottom
- two lightweight polypropylene long underwear top and bottom
- two pair of thick pile or fleece pants
- two thick pile fleece sweaters
- twelve pair thick wool or polypropylene socks
- four pair polypropylene sock liners
- one set GORE-TEX (or similar waterproof material) pants and jacket storm gear
- two thick wool, pile or fleece hat
- two pair wool or pile or fleece gloves
- two pair of polypropylene glove liners
- one waterproof shell mitten
- two belts
- one sun/rain hat (a baseball cap is fine if your rain jacket has a hood)
- two pair quick dry shorts
 - one pair quick dry/synthetic hiking pants
- two bathing suits
- eight sets of day to day clothes
- one set of work clothes (i.e. jeans, T-shirts, flannels, sweatshirts, etc.)
- ten pair underwear
- one balaclava (facial hat)
- one synthetic fill puffy winter jacket

FOOTWEAR:

- one pair waterproof leather or GORE-TEX hiking boot with flexible unshanked sole
- one pair water shoes or Croc-type sandals (non-velcro), no flip-flops
- one pair running shoes

PERSONAL GEAR:

- one internal frame backpack (5,500 - 6,000 cubic inch **minimum** capacity)
- one zero degree or below Packable sleeping bag (It should also be synthetic with hollofill or quallofill material. Down and feather bags are **not** acceptable)
- one waterproof / breathable bivy sack (**Yellowstone and Southwest Semesters only**)
- one compression stuff sack for sleeping bag (needs to fit the Sleeping bag and is durable)
- one sleeping pad (Ridge Rest or Therma Rest Standard pads are highly recommended)
- one bowl, one cup, one fork, one spoon (made of plastic or metal)
- three one quart largemouth water bottles (Nalgene is best)
- one laundry bag
- one watch with alarm
- sunglasses
- backpack rain cover
- sunscreen (SPF 15 or higher)
- whistle with lanyard to wear around neck
- small headlamp with a L.E. D. bulb/extra batteries
- parachute cord or small diameter nylon cord - 50 Feet
- one day pack with waist belt

The Academy at SOAR GEAR LIST YELLOWSTONE & SOUTHWEST (cont.)

PERSONAL HYGIENE NEEDS:

- biodegradable soap
- deodorant
- two toothbrushes
- toothpaste
- two wash cloths
- two bath towels
- razors and shaving supplies, if needed

****No colognes, hairsprays, or mousses - they smell like food to animals

OPTIONAL ITEMS

- Camera
- Eye Glasses (Bring an extra pair if you wear prescription glasses) Bring protective case
- Compact Binoculars
- Field Guides
- one pair Sorrel type winter boot– **(Yellowstone and Southwest Semesters only)** rubber bottom with leather upper and removable liners. Zero degree comfort rating or lower.
- Snow goggles **(Yellowstone and Southwest Semesters only)**
- Camp Chair (A Crazy Creek type chair or conversion kit for the rest pad is ideal)
- IPODS, and laptops (These items will be handed in at the begin of the program, and used according to protocols)

ITEMS NOT TO BRING

1. Expensive jewelry
2. Excessive clothes or items not listed
3. Lighter or matches
4. Absolutely no tobacco, alcohol or illegal substances
5. Knife
6. Cell phone

RECOMMENDATIONS:

- **Read the boot insert provided before purchasing a new pair of boots, and insure you have time to break them in before arriving.** You may want to shop at a reputable outdoor store for the sleeping bag, backpack, and raingear, as these items are essential for success on the course. Please avoid bringing any items with you that are especially valuable or fragile.
- Students should bring belongings in either their backpack and one duffel style bag, or a backpack and one suitcase style bag.

The Academy at SOAR GEAR LIST

SOUTHEAST COSTAL

PERSONAL CLOTHING:

- One lightweight polypropylene long underwear top and bottom
- One fleece sweater
- Eight pair socks, insure at least 3 pair are synthetic hiking socks
- One set GORE-TEX (or similar waterproof & breathable material) pants and jacket storm gear
- Eight t-shirts
- One wool, pile or fleece hat
- One pair wool or pile or fleece gloves
- Two belts
- One sun/rain hat (a baseball cap is fine if your rain jacket has a hood)
- Five pair quick dry shorts
- Four bathing suits
- Five sets of normal school clothes (suitable for cold temperatures)
- One set of work clothes (i.e. jeans, T-shirts, flannels, sweatshirts, etc.)
- Eight pair underwear

FOOTWEAR:

- One pair of Neoprene water shoes or booties
- One pair of Teva type sandals, preferably with buckles
- One pair of hiking boots with flexible sole
- One pair of athletic shoes

PERSONAL GEAR:

- One zippered soft shell duffle bag (6,000 cubic inch capacity)
- one zero degree or below Packable sleeping bag (It should also be synthetic with hollofill or quallofill material. Down and feather bags are **not** acceptable)
- One compression stuff sack for sleeping bag (make sure it fits the Sleeping bag)
- One sleeping pad (Ridge Rest or Therma Rest Standard pads are highly recommended)
- One bowl, one cup, one fork, one spoon (made of plastic or metal)
- Three one-quart largemouth water bottles (Nalgene is best)
- One laundry bag
- Spinning fishing rod
- Sunglasses
- Sunscreen (SPF 15 or higher)
- Whistle with lanyard to wear around neck
- Small headlamp with a L.E. D. bulb
- Parachute cord or small diameter nylon cord - 50 Feet
- One day pack with waist belt

The Academy at SOAR GEAR LIST SOUTHEAST COSTAL (cont.)

PERSONAL HYGIENE NEEDS:

- Biodegradable soap
 - Deodorant
 - Body talc and or medicated gold bond powder
 - Two toothbrushes
 - Toothpaste
 - Two washcloths
 - Two bath towels
 - Razors and shaving supplies, if needed
- ****No colognes, hairsprays, or mousses - they smell like food to animals

OPTIONAL ITEMS

- One internal frame backpack (5,500 - 6,000 cubic inch **minimum** capacity)
- Backpack rain cover
- One set of mask, fins, and snorkel
- Camera
- Eye Glasses (Bring an extra pair if your wear prescription glasses)
- Watch
- Compact Binoculars
- Field Guides
- One hammock
- Camp Chair (A Crazy Creek type chair or conversion kit for the rest pad is ideal)

ITEMS NOT TO BRING

1. Expensive jewelry
2. Excessive clothes or items not listed
3. Lighter or matches
4. No tobacco, alcohol or illegal substances
5. Knife.
6. Cell phone

RECOMMENDATIONS:

- **Read the gear guide provided before purchasing new equipment.** You may want to shop at a reputable outdoor store for the sleeping bag, backpack, and raingear, as these items are essential for success on the course. Please avoid bringing any items with you that are especially valuable or fragile.
- Students should bring belongings in either their backpack and one duffel style bag, or a backpack and one suitcase style bag.

LIFE AT THE ACADEMY AT SOAR

WELL-BEING POLICIES

Overall Wellness

Students will experience physically challenging activities requiring overall physical fitness. Students complete an exercise routine each day, which may include a morning jog, walk or other aerobic activities while on base. Staff will perform a weekly health check on each student to ensure physical and emotional well-being. Please communicate all health concerns or physical limitations of your child prior to arrival.

Prescription Medications

Students taking prescription medication are expected to arrive with a full month's dose of each medication in the original bottle with dosage instructions. Parents must make arrangements with staff for refills that coincide with scheduled expeditions, to prevent any lapse in treatment. Please refill medications and send them to SOAR's Balsam Base ASAP (we strongly recommend using FedEx or UPS). Staff utilize a daily medication tracking form per each student to document accurate administration. All SOAR staff receive training on medication administration, including information about the common types taken by LD and AD/HD youth, their purpose and contraindications, and a standard protocol for administering medication.

Parent Notification of Injury and/or Illness

Parents will be notified of student injuries and illness under the following circumstances:

1. When the injury or illness requires medical care beyond the scope of staff certification.
2. When the student is to be seen by anyone other than SOAR staff for medical care.
3. When an illness or injury results in the student being separated from the group for a significant length of time (i.e. more than one day).
4. When an illness or injury requires a student be removed from the course.
5. To obtain permission for administration of over-the-counter medication not included in SOAR's first aid kit (e.g. cough or cold medication).

Doctor Visits

Please perform routine doctor checkups and shots before the start of the program. SOAR staff will utilize local doctor offices for students with unexpected medical issues and will contact parents if their student needs medical attention.

Insurance

If an accident or injury does occur, your child will be transported to the nearest medical facility. Any charges for sickness related to doctor or hospital visits (including prescription medications) will be the sole responsibility of the parent. Family health insurance information must be written on the camper's medical form, and a copy of your insurance and prescription card (if applicable) must be on file with SOAR.

Personal Hygiene

Due to the wilderness nature of our program, traditional bathroom facilities may not always be available. Nevertheless, SOAR still requires students to maintain hygiene. Students are required to brush their teeth 2x a day, wash hands before meals and after bathroom use, wash their face, and take care of all other hygiene matters each day. Shower facilities will be used when available on trips. While on base, students are required to shower a minimum of every other day. If students are not attending to their hygiene tasks, staff will monitor the hygiene process.

Laundry

Students will do their own laundry while on base and in the field, as this is an essential life skill to learn. Students will use their spending money to complete this task at our local laundry mat. In

addition to your large laundry bag, you are welcome to send a small mesh laundry bag that can help keep track of smaller items (i.e. socks, underwear, etc.).

Food at Camp

SOAR promotes healthy food options for our students. In keeping with our philosophy of developing independence and life-skills, students plan their own menus as well as purchase and prepare their own food. We will accommodate vegetarian and non-orthodox kosher diets, however, students are ultimately responsible for their own food choices. Parents are strongly discouraged from sending packages full of junk food and candy. If you decide to send care packages with food, please send healthier snacks. Also, please understand that we are group oriented and your student will be required to share food items with teammates. Please do not send mass quantities due to limited storage space.

Parent Visits

For some students, seeing their family may increase the likelihood of homesickness and may be counterproductive to the growing process. Halfway through the program, SOAR may allow one parent visitation for each student, depending on the individual and team dynamic at that time. If a visit takes place, we ask the parent(s) spend time with the entire team (i.e. a meal out or an activity) to allow the parent(s) to see their child interacting with their team. This also reduces the chance of hurt feelings of other students. Please contact the Director, if you are interested in looking into the possibility of a visit.

Tipping

This practice is NOT permitted at SOAR. Please share your appreciation in person or by note to those persons you wish to thank. Some parents choose to contribute to SOAR's scholarship fund to express extra thanks.

Participant Discontinuation of the Program

There are occasional instances when SOAR students may need to leave or may be asked to leave from a SOAR course. These instances include, but are not limited to:

- Illness or injury.
- The student's profile & behavior upon arrival are inconsistent with information presented in application materials.
- The student requires an inordinate amount of one-on-one attention from SOAR staff.
- The student displays continual aggressive behavior toward other students, self, or staff.
- The student displays inappropriate sexual behavior.
- The student uses illegal drugs, alcohol or tobacco products.

The Academy at SOAR reserves the right to remove students from the program due to these and other issues deemed appropriate to maintain the safety of students and staff and the integrity of the program. The Academy at SOAR recognizes that families may need to remove students from the program due to family emergencies, etc. While we will make all attempts to facilitate a speedy removal of the student from the field (normally 4-6 hours), families should be aware evacuations may take as long as 24 hours during expeditions. The Academy at SOAR does not reimburse families for student removal.

Transportation Policies and Procedures

To keep families abreast of SOAR's continued commitment to the safety of students during transport, we have posted our transportation policies at www.soarnc.org under the "General Info" page under the "FAQs" tab. If you have any questions regarding protocols, feel free to contact us.

ACADEMY SYSTEMS

The Academy is based on an empowerment model that has been designed to train your student in becoming an independent, hardworking young adult. We use consistent systems and structures to allow their team to work towards becoming less reliant on staff support and more reliant on working together as a team. Many families have had monumental success with creating a positive home environment when their student returns. These results will be noticeable, by working with your teen in adapting some of our systems to your home environment. I am providing you with templates of some of our basic systems, so families can better understand what systems their students are living by and also so parents can start brainstorming what structures may fit their home environment. We have included the following information:

- **Life skills progress sheet**- Students fill this sheet out along with their instructors, to build self-awareness of their own progress and actions in each phase (this is our system of maintaining accountability and processing individual behaviors). Levels are determined through this process.
- **The proposal system** -This is how teams and individuals can advocate for changes and privileges in the program (parents have used this system in the home environment as a way for their child to advocate for later curfews, increased allowance, and more computer time).
- **Journal and budgeting system** -This explains the expectations for daily journaling and budgeting. The student will fill out the budget sheet every time they make a purchase. Journaling is utilized to assist students in reflection, processing, venting, and writing.
- **Meal plan worksheet**- Chef utilizes this worksheet to devise his shopping list and budget for when he/she and the team goes to the store to buy their food for the week. Staff approves all meals to insure they meet SOAR's nutritional requirements.
- **PE grading sheet**- Staff holds students accountable for exercising every day (at home parents have put this sheet on the refrigerator and their student checks themselves off after they have exercised that day).
- **Nightly debrief form**- Every night the Scribe leads the nightly meeting where the team completes the debrief form.
- **Roles**- This lists roles your student will fulfill every day they are in the program. They typically change on a daily basis.
- **Full value contract**- The contract is a living document our students will have the opportunity to change every Sunday to best fit their team's needs. The team documents a rule they believe everyone should be accountable for and creates a logical consequence if someone breaks the agreement. While SOAR staff and I have the right to veto certain consequences and rules (because we are an empowerment-based model) we attempt to let teams try their ideas first. Please understand a big part of our program is letting our students have a major role in deciding how their team will operate, even if we as staff have better ideas and thoughts. I have provided an example from last year on page 45 and 46.

Please do not attempt to fully understand all of these elements and systems all at once. We will spend the first month of the program training our teams and practicing these systems until everyone has a full understanding. Also, please note some of these systems will be adjusted based on student input and proposals.

Optional parent homework: Please complete the following before the program concludes. Your student will also be completing the below assignments to build self-awareness. Completing the assignments will give you the opportunity to understand the processing tools we are using to assist your student in gaining self-awareness.

- **Strength's Quest-** Each student will complete this online personality inventory, which identifies their top five strengths. If parents would like to identify their strengths and compare them to their student's strengths, they can go to the website below to purchase an access code.
<https://store.gallup.com/category/product/variant/272/StrengthsQuest.aspx>
- **CITE learning styles inventory-** This quick test will help you identify your top learning styles and what teaching methods best support your learning. Understanding how your teen processes information will also allow you to better communicate and process information with them.
- **Writing letters to your teen-** Attempt to use some of the terminology you have learned from these systems and assignments when writing to your student. This will allow them to feel that you have a better understanding of what they are going through and may cause them to share with you at a deeper level.

During the family weekend, we will process how to utilize and implement some of these elements further. We will also brainstorm other systems families have had success utilizing. These systems are only suggestions and may be adapted in many different ways to fit the needs of each unique family. Please feel free to contact me directly if you have questions or comments. We are here to support not only your student through this process, but also the whole family.

LIFE SKILLS PROGRESS SHEET

STUDENT NAME:



Date:

Base	Student	DEVELOPING RESPONSIBILITY (Proactivity & Utilizing Support) Following Full Value Contract (respect, self-regulation, decision making)	Date:		
			Field	Students	
		Completing daily roles & responsibilities (making initiative for cleaning, organizing, etc.)			
		Positively advocating for self (appropriately communicating your needs to peers and staff)			
		Hygiene (brushing teeth, showering, hand washing, changing clothes)			
		ENHANCING MENTAL, EMOTIONAL & PHYSICAL HEALTH (Promotes & Utilizing Coping Strategies)			
		Daily Exercise (workout routine, stretching, expeditions, activities)			
		Utilizing positive coping strategies (frustration management, journaling, alone time, stress ball, etc.)			
		Communication/Relationships with others			

- 5-Consistently above expectations/Always takes initiative acts positive example outside
- 4-Occasionally above expectations/Usually takes initiative acts positive example outside
- 3-Meets expectations/ displays positive attitude most of the time-Sometimes takes initiative
- 2-Occasionally below expectations/frequently displays positive example outside-Seldom takes initiative
- 1-Consistently below expectations/Does not display positive attitude-Never takes initiative

LIFE SKILLS PROGRESS SHEET

STUDENT NAME:



Base	Student	DEVELOPING & UNDERSTANDING SELF (Self-Awareness & Goal Setting)	Field	Student	Field	Student
		GOAL 1:				
		GOAL 2:				
		GOAL 3:				
ACADEMICS						
		Work (neat, complete, & accurate) & Behavior (attitude & effort)				

GRADES		
	BASE	FIELD WEEK 1
Journal		FIELD WEEK 2
Reading Log		
Budget Grade		
Budget Balance (Reading Balance + 2 Sample)		
LEVEL SYSTEM		
LEVEL		

- 3-Constantly above expectations/Always takes initiative sets positive example outside
- 4-Occasionally above expectations/Usually takes initiative sets positive example outside
- 3-Meets expectations/Always positive attitude most of the time-Sometimes takes initiative
- 2-Occasionally below expectations/In frequently displays positive example outside-Family takes initiative
- 1-Constantly below expectations/Does not display positive example outside-Never takes initiative

Academy Proposal System

- Proposals will be passed based on student and team behavior (trust, respect, full value contract, progress towards goals and life skills) and on quality of proposal.
- Proposals are to be well written and professionally presented to a Director. Each team will have one opportunity per base phase to present proposals.
- Proposals should be written to include everyone on the team, however, if behaviors differ drastically the proposal can be passed for only the deserving individuals.
- Passed proposals can be placed on hold by instructors if team behaviors deteriorate.
- Only the Semester Directors may pass a proposal, however instructors can allow certain privileges for great behavior.
- Students have no limitations when writing proposals and may write proposals for anything they think they deserve.
- Base instructors will document what proposals have been passed and what the conditions are.

Examples of past student proposals are:

- Buying reasonable snacks and drinks at convenience stores
- Watching videos
- Routine/structure/ program changes
- Listening to music in cabin or hang out areas
- Listening to iPods, etc...
- Special activities, concerts, plays, art shows, festivals, local gatherings, etc...
- Going places- field trips, museums, stores, cities, etc...
- Using group activity money to buy games, resources and books
- Eating out
- Contact with other teams
- Emailing or internet use
- Supervised pocket knife use
- Longer phone calls home
- Alone time
- Adjusted bed time/ wake up time

Proposal to Make a Change

Date:

Team Name:

Proposal:

Reasons:

Why the proposal may be denied:

Counter argument and or conditions:

Decision and agreed conditions (made by Staff):

STUDENT SPENDING MONEY & BUDGET SYSTEM

Students can earn up to \$20 each week for completing the following three tasks.

1). **Journal is handed in on Friday before school**

- Students hand in journal to staff before school every Friday
- Journal entries must be $\frac{3}{4}$ page for journal to count
- Four journal entries per week must be an assigned topic from staff (topic is written on top of page)
 - One journal will be goal based
- One journal entry per week may be a quality drawing
- One journal entry per week may be private (fold page over and write private)
- Max of 2 journals per day may be completed
- Students may write un graded journals if they desire. They should write un graded at the top of these extra journals

6 journals in a week = A (earn \$10.00)

5 journals in a week = B (earn \$10.00)

4 journals in a week = C (earn \$5.00)

3 journals in a week = D

2 journals in a week = F

2). **Reading Log**

Meet specified expectation/objective for log \$5.00

3). **Student Budget sheet & receipts are turned in with Journal on Friday**

- Students are expected to advocate for assistance before Friday if they need help on their budget sheet.
- Students should ask staff to write a receipt the same day for items if no receipt is given

Satisfactory EARN \$5

- ✓ Math on budget sheet matches within \$1 (if you are missing one receipt but you remember how much you spent you can record that entry in order to accurately complete your budget and it will be verified on base)
- ✓ Budget sheet is neat and complete
- ✓ No more than 1 missing receipt

Unsatisfactory

- ✓ Math on budget sheet does not match within \$1
- ✓ Budget sheet is not neat and complete
- ✓ More than 1 missing receipt

STUDENT BUDGET WORKSHEET

NAME:

DATE:

Last Week's Balance \$	Money Earned This Week + \$	Starting Balance = \$	
DATE	STORE NAME	ITEM(S) PURCHASED	√ Receipt
			\$ Spent
			BALANCE:
			\$ Spent
			BALANCE:
			\$ Spent
			BALANCE:
			\$ Spent
			BALANCE:
			\$ Spent
			BALANCE:
			\$ Spent
			BALANCE:
			\$ Spent
			BALANCE:
FINAL BALANCE:			\$

Meal Plan

Chef: _____ Date(s) as Chef: _____.

Meals to be bought: FC ___ B ___ L ___ D Budget Per Meal: \$ _____
BC ___ B ___ L ___ D Total Budget: \$ _____

List each meal below, including all ingredients needed and a minimum of one fruit or vegetable.

Breakfast(s):

Lunch(es):

Dinner(s):

Snacks:

Staff, Scribe, or Yoda:

Look at the upcoming schedule and determine the amount of meals for each chef that will be purchased on this food buy. Designate those meals into the appropriate categories: B, L, D, FC, BC.

Chef:

FC vs BC

What foods are good for the backcountry (BC)?

- Think about storage and the period of time before it is eaten?
- Do you have anyway to preserve foods in the BC?
- Think about weight and breakability/compression?

What foods are good for the frontcountry (FC)?

- What cooking resources do you have? An oven, fridge etc.
- What are options for storage?
- Be creative in your options, can you look up recipes to use?

Budget

West Expedition

- \$2 per person per meal

Base and SEC

- \$1.75 per person per meal +food from MANNA

Label each of you items with your initials after their purchase. If you have food for the BC repackage it into packable containers (i.e./ plastic bags instead of boxes)

Academy Nightly Debrief

Scribe _____

Date _____

_____ Quiettude

Lesson Learned

Highlights

Staff Complete unless discussed before meeting

_____ Positive/negative issues (How did the day go?)

_____ Processing activity: _____

_____ Journal topic _____

(please write down the processing activity topic and the journal prompt)

Student completes

_____ Roles

_____ Plan for next day (write up schedule)

Developing Responsibility

The use of role cards is intended to allow each student to be involved in all the different aspects of responsibilities required daily.

<p><u>Yoda – Leader of the day</u></p> <ul style="list-style-type: none"> • Ask for suggestions from other team members. • Facilitate group meetings, and keep team on task. • Know the plan, and insure everybody is involved. • Know the assigned roles of each team member. • Know the schedule and help make it work. 	<p><u>Chef</u></p> <ul style="list-style-type: none"> • Know the menu. • Manage food supply for the day. • Pick up food box at meal time. • Turn in food box with unused food • Oversee preparation of each meal. • Divide food portions equally. •
<p><u>Sherpa</u></p> <ul style="list-style-type: none"> • Insure group checks out gear needed for an activity. • Insure the group checks in all gear which was checked out. • Keep tents and equipment clean and in good repair. • Insure group has gear needed for meal times. • Clean and store group gear, i.e. pots and pans. • Insure group has needed equipment when leaving campsite. 	<p><u>Scribe</u></p> <ul style="list-style-type: none"> • Write down groups plan for the day in team journal. • Keeper of the schedule and group journal. • Hold onto copy of “Group Guidelines” for easy reference. • During backpacking, be responsible for map and compass. • During backpacking record and hold onto distribution of gear and meals by all team members.
<p><u>Godzilla</u></p> <ul style="list-style-type: none"> • Insure all team members have sufficient water. • Call for water breaks to keep team hydrated. • Carry water purifier. • Organize and supervise fire building, maintenance, insure it is put out correctly. • Insure all students are wearing sunscreen at appropriate times. 	<p><u>Captain Planet</u></p> <ul style="list-style-type: none"> • Insures minimum impact use of an area. • Responsible for clean up of trash in campsite. • Insures a sweep of area is complete when departing a location. • Checks van for any trash as group exits. • Oversee cleaning process. • Sets up wash bins for meal cleanup.
<p><u>Coach</u></p> <ul style="list-style-type: none"> • Know what the day’s activities are. • Insure all team members have proper clothing and equipment for different activities • Inform team members regarding next days activity, along with clothing and equipment required. • When possible, help facilitate games and activity periods. • 	

Full Value Contract Example

Southwest Semester 2010

- 1) No Put Downs
 - a) Apology and 2 Put-Ups
 - b) Clean that persons dish for 3 meals
 - c) Loss of Privileges for 24 hrs
- 2) No Acts Violence
 - a) Time Away from Group for 72 hrs, loss of all privileges, processing and strategy activity
 - b) Talk to Directors
- 3) No Swearing or Cursing
 - a) Group Feelings check
 - b) 10 min of silence and written or verbal processing
 - c) TAG and loss of all privileges for the rest of the day or 12 hrs if at night and processing activity
- 4) No inappropriate jokes.
 - a) Silence for 10 min
 - b) 30 min TAG, loss of privileges, and processing/ come up with clean joke
- 5) Always give full attention to person you are talking to in group setting/meeting
 - a) Warning
 - b) Remove from group for 5 min (within sight of staff)
 - c) Active listening for 10 min
- 6) Be Safe
 - a) Removal from activity
- 7) Respect Personal Belongings "You break it, you buy it"
 - a) Warning and verbal apology
 - b) Conversation with staff
- 8) Horseplay
 - a) Warning/ Red card
 - b) Both parties away from group (within sight of staff)
 - c) Loss of privileges for 24 hrs
- 9) Wake up on time/ Wake up with group
 - a) Wake up 20 min earlier than group up wake time and complete productive task
 - b) Wake up 20 min earlier than group up wake time and complete productive task and 48 hrs loss of all privileges
- 10) Keep in the line of sight of the instructors
 - a) Warning
 - b) Shadow instructor for one hour
 - c) 24 Hr loss of privileges
- 11) Non-Compliance
 - a) Warning that student is heading toward non-compliance
 - b) Loss of privileges for one week (No passed proposals, spending money, tent/cabin privileges, solo meals, etc)

Student has the opportunity to earn privileges back

 - Every night after receipt of consequence student will have a mtng w/staff to discuss behavior
 - Student must come to meeting with 3 reasons they should earn back a privilege/examples of them going above and beyond responsibilities
 - For each meeting the student is ill prepared or does not have any examples their opportunity will be postponed a day
 - The first opportunity to earn something back will be on the 4th day discussed on the 3rd meeting

- One can earn a max of 1 privilege a day thereafter
 - If the student's behavior declines earned privileges can be removed again
- 12) Lights out time/ Quiet Time
 - a) Warning
 - b) Sleep away from group
 - c) 24 hr loss of spending privileges
 - 13) Bickering
 - a) Separation of parties involved for 15 minutes with no interaction with that individual
 - b) 30 min time away from group (within sight of staff)
 - c) 1 solo meal
 - 14) No inappropriate hand gestures or offensive signs
 - a) 3 ups
 - b) Conversation with parties involved and staff
 - c) 1 day meals away from group
 - 15) No inappropriate touching
 - a) Warning
 - b) Put hands in pockets or sit on hands for 15 minutes
 - c) Time away from group for 20 min
 - 16) No antagonizing others
 - a) Removal from group for 1hr
 - b) TAG for 3 hrs, processing activity
 - c) TAG for 24 hrs
 - 17) No back talking instructors/teachers
 - a) Warning, Time away from each other (staff and student involved), Processing activity
 - b) Removal from group for 1 hr, processing activity
 - c) Loss of privileges for 3 days
 - 18) Inappropriate education of sex, drugs or alcohol (consequences apply to any party standing within group of conversation)
 - a) Loss of all privileges for 12 hrs
 - b) 24 hr TAG/ Talk with staff
 - c) Talk to director
 - 19) No threats of violence
 - a) 6 hrs TAG, processing and strategy activity
 - b) 24 Hr TAG
 - 20) Zero Tolerance in airport

C.I.T.E. LEARNING STYLES INSTRUMENT

The *C.I.T.E.* Instrument (Babich, Burdine, Albright, and Randol, 1976) was formulated at the Murdoch Teachers Center in Wichita, Kansas to help teachers determine the learning styles preferred by their students. It is divided into three main areas:

- **Information gathering** includes auditory language, visual language, auditory numerical, visual numerical, and auditory-visual language, auditory numerical, visual numerical, and auditory-visual-kinesthetic combination.
- **Work conditions** focus on whether a student works better alone or in a group.
- **Expressiveness** considers if a student is better at oral or written communication.

Scores on the Learning Styles Inventory fall into one of three categories: major, minor, and negligible. These categories may be defined as follows:

- Major: The student prefers this mode of learning, feels comfortable with it, and uses it for important (to the student) learning. A student does not necessarily have one and only one preferred style.
- Minor: The student uses this mode but usually as a second choice or in conjunction with other learning styles.
- Negligible: The student prefers not to use this if other choices are available. The student does not feel comfortable with this style.

Frank B. Mann, III, Wyoming County, West Virginia, programmed a computer application system for the *C.I.T.E. Learning Styles Inventory* so that students may respond to the questions using the computer and the computer tallies the scores automatically. Teachers may obtain copies by contacting Louise Miller at 1-800-766-7372 e-mail: lbmiller@access.k12.wv.us

Definitions and Teaching Techniques for Major Learning Styles

The following are descriptions of learning styles found in every learner to a major, minor, or negligible extent and teaching suggestions related to each learning style.

<u>Learning Style</u>	<u>Teaching Techniques</u>
<p>Visual-Language: This is the student who learns well from seeing words in books, on the chalkboard, charts or workbooks. He/she may write words down that are given orally in order to learn by seeing them on paper. He or she remembers and uses information better if it has been read.</p>	<p>This student will benefit from a variety of books, pamphlets and written materials on several levels of difficulty. Given some time alone with a book, he or she may learn more than in class. Make sure important information has been given on paper, or that he or she takes notes if you want this student to remember specific information.</p>
<u>Learning Style</u>	<u>Teaching Techniques</u>
<p>Visual-Numerical: This student has to see numbers on the board, in a book, or on paper in order to work with them. He or she is more likely to remember and</p>	<p>This student will benefit from worksheets, workbooks, and texts. Give a variety of written materials and allow time to study it. In playing games and being involved in</p>

understand math facts if he or she has seen them. He or she does not seem to need as much oral explanation.	activities with numbers and number problems, make sure they are visible, printed numbers, not oral games and activities. Important data should be given on paper.
Auditory-Language: This is the student who learns from hearing words spoken. You may hear him or her vocalizing or see the lips or throat move as he or she reads, particularly when striving to understand new material. He or she will be more capable of understanding and remembering words or facts that have been learned by hearing.	This student will benefit from hearing audio tapes, rote oral practice, lecture or a class discussion. He or she may benefit from using a tape recorder to make tapes to listen to later, by teaching another student, or conversing with the teacher. Groups of two or more, games or interaction activities provide the sounds of words being spoken that is so important to this student.
Auditory-Numerical: This student learns from hearing numbers and oral explanations. He or she may remember phone and locker numbers with ease, and be successful with oral numbers, games and puzzles. He or she may do just about as well without a math book, for written materials are not as important. He or she can probably work problems in his or her head. You may hear this student saying the numbers aloud or see the lips move as a problem is read.	This student will benefit from math sound tapes or from working with other people, talking about a problem. Even reading written explanations aloud will help. Games or activities in which the number problems are spoken will help. This student will benefit from tutoring another or delivering an explanation to his or her study group or to the teacher. Make sure important facts are spoken.
Auditory-Visual-Kinesthetic: The A/V/K student learns best by experience and self-involvement. He or she definitely needs a combination of stimuli. The manipulation of material along with the accompanying sights and sounds (words and numbers seen and spoken) will make a big difference to him or her. This student may not seem able to understand, or keep his or her mind on work unless he or she is totally involved. He or she seeks to handle, touch and work with what is being learned. Sometimes just writing or a symbolic wriggling of the fingers is a symptom of the A/V/K learner.	This student must be given more than just a reading or math assignment. Involve him or her with at least one other student and give him or her an activity to relate to the assignment. Accompany an audio-tape with pictures, objects and an activity such as drawing or writing or following directions with physical involvement.

Learning Style	Teaching Techniques
Social-Individual: This student gets more work done alone. He or she thinks best, and remembers more when he or she has learned by alone. He or she cares more for his or her own opinions than for the ideas of others. You will not have much trouble keeping this student from over-	This student needs to be allowed to do important learning alone. If you feel he or she needs socialization, save it for a non-learning situation. Let him or her go to the library or back in a corner of the room to be alone. Do not force group work on him or her when it will make the student

socializing during class.	irritable to be held back or distracted by others. Some great thinkers are loners.
Social-Group: This student strives to study with at least one other student and he or she will not get as much done alone. He or she values others' ideas and preferences. Group interaction increases his or her learning and later recognition of facts. Socializing is important to this student.	This student needs to do important learning with someone else. The stimulation of the group may be more important at certain times in the learning process than at others and you may be able to facilitate the timing for this student.
Expressive Oral: This student prefers to tell what he or she knows. He or she talks fluently, comfortably, and clearly. The teacher may find that this learner knows more than written tests show. He or she is probably less shy than others about giving reports or talking to the teacher or classmates. The muscular coordination involved in writing may be difficult for this learner. Organizing and putting thoughts on paper may be too slow and tedious a task for this student.	Allow this student to make oral reports instead of written ones. Whether in conference, small group or large, evaluate him or her more by what is said than by what is written. Reports can be on tape, to save class time. Demand a minimum of written work, but a good quality so he or she will not be ignorant of the basics of composition and legibility. Grammar can be corrected orally but is best done at another time.
Expressiveness-Written: his student can write fluent essays and good answers on tests to show what he or she knows. He or she feels less comfortable, perhaps even stupid when oral answers are required. His or her thoughts are better organized on paper than when they are given orally.	This student needs to be allowed to write reports, keep notebooks and journals for credit and take written tests for evaluation. Oral transactions should be under non-pressured conditions, perhaps even in a one-to-one conference.

C.I.T.E. LEARNING STYLES INSTRUMENT
 Babich, A.M., Burdine, P., Albright, L., Randol, P.
 Wichita Public Schools, Murdoch Teachers Center

Name: _____ Date: _____

Instructions: Read each statement carefully and decide which of the four responses agrees with how you feel about the statement.
 Put an X on the number of your response.

Questions	Most Like Me		Least Like Me	
	4	3	2	1
1. When I make things for my studies, I remember what I have learned better.	4	3	2	1
2. Written assignments are easy for me.	4	3	2	1
3. I learn better if someone reads a book to me than if I read silently to myself.	4	3	2	1
4. I learn best when I study alone.	4	3	2	1
5. Having assignment directions written on the board makes them easier to understand.	4	3	2	1
6. It's harder for me to do a written assignment than an oral one.	4	3	2	1
7. When I do math problems in my head, I say the numbers to myself.	4	3	2	1
8. If I need help in the subject, I will ask a classmate for help.	4	3	2	1
9. I understand a math problem that is written down better than one I hear.	4	3	2	1
10. I don't mind doing written assignments.	4	3	2	1
11. I remember things I hear better than I read.	4	3	2	1
12. I remember more of what I learn if I learn it when I am alone.	4	3	2	1
13. I would rather read a story than listen to it read.	4	3	2	1
14. I feel like I talk smarter than I write.	4	3	2	1
15. If someone tells me three numbers to add I can usually get the right answer without writing them down.	4	3	2	1
16. I like to work in a group because I learn from the others in the group.	4	3	2	1
17. Written math problems are easier for me to do than oral ones.	4	3	2	1
18. Writing a spelling word several times helps me remember it better.	4	3	2	1
19. I find it easier to remember what I have heard than what I have read.	4	3	2	1
20. It is more fun to learn with classmates at first, but it is hard to study with them.	4	3	2	1
21. I like written directions better than spoken ones.	4	3	2	1
22. If homework were oral, I would do it all.	4	3	2	1
23. When I hear a phone number, I can remember it without writing it down.	4	3	2	1

24. I get more work done when I work with someone.	4	3	2	1
25. Seeing a number makes more sense to me than hearing a number.	4	3	2	1
26. I like to do things like simple repairs or crafts with my hands.	4	3	2	1
27. The things I write on paper sound better than when I say them.	4	3	2	1
28. I study best when no one is around to talk or listen to.	4	3	2	1
29. I would rather read things in a book than have the teacher tell me about them.	4	3	2	1
30. Speaking is a better way than writing if you want someone to understand it better.	4	3	2	1
31. When I have a written math problem to do, I say it to myself to understand it better.	4	3	2	1
32. I can learn more about a subject if I am with a small group of students.	4	3	2	1
33. Seeing the price of something written down is easier for me to understand than having someone tell me the price.	4	3	2	1
34. I like to make things with my hands.	4	3	2	1
35. I like tests that call for sentence completion or written answers.	4	3	2	1
36. I understand more from a class discussion than from reading about a subject.	4	3	2	1
37. I remember the spelling of a word better if I see it written down than if someone spells it out loud.	4	3	2	1
38. Spelling and grammar rules make it hard for me to say what I want to in writing.	4	3	2	1
39. It makes it easier when I say the numbers of a problem to myself as I work it out.	4	3	2	1
40. I like to study with other people.	4	3	2	1
41. When the teachers say a number, I really don't understand it until I see it written down.	4	3	2	1
42. I understand what I have learned better when I am involved in making something for the subject.	4	3	2	1
43. Sometimes I say dumb things, but writing gives me time to correct myself.	4	3	2	1
44. I do well on tests if they are about things I hear in class.	4	3	2	1
45. I can't think as well when I work with someone else as when I work alone.	4	3	2	1

C.I.T.E. LEARNING STYLES INSTRUMENT WORKSHEET

Name: _____ Date: _____

Directions: Look at each statement number on the worksheet below. Find the statement number on the Learning Styles Inventory and get the "most like/least like" number of the response you selected for each statement. Write the number (1-4) in the blank provided. Total the numbers under each heading. Multiply the total by two. Look at the scores to decide if this is major, minor or negligible.

Visual Language

5 _____
13 _____
21 _____
29 _____
37 _____

Total _____ X 2 = _____ (Score)

Social-Individual

4 _____
12 _____
20 _____
28 _____
45 _____

Total _____ X 2 = _____ (Score)

Visual-Numerical

9 _____
17 _____
25 _____
33 _____
41 _____

Total _____ X 2 = _____ (Score)

Social-Group

8 _____
16 _____
24 _____
32 _____
40 _____

Total _____ X 2 = _____ (Score)

Auditory-Language

3 _____
11 _____
19 _____
36 _____
44 _____

Total _____ X 2 = _____ (Score)

Expressiveness-Oral

6 _____
14 _____
22 _____
30 _____
38 _____

Total _____ X 2 = _____ (Score)

Auditory-Numerical

7 _____
15 _____
23 _____
31 _____
39 _____

Total _____ X 2 = _____ (Score)

Expressiveness-Written

2 _____
10 _____
27 _____
35 _____
43 _____

Total _____ X 2 = _____ (Score)

Auditory-Visual-Kinesthetic

1 _____
18 _____
26 _____
34 _____
42 _____

Total _____ X 2 = _____ (Score)

Score: 34-40 = Major Learning Style

20-32 = Minor Learning Style

10-18 = Negligible Use