

Exhibit 11

Oakley School Admissions as Exhibit



Required Testing For Enrollment

In order for our admissions office to review any applicant for admission to the Oakley School, we require a full Psychological Evaluation. Please see below for a definition of what is needed:

Academic

- Achievement scores with the complete breakdown of component areas with the full narratives. Achievement tests that are acceptable are:

WIAT- Wechsler Individual Achievement Test
Woodcock Johnson Tests of Achievement

- IQ scores with the complete breakdown of component areas. IQ tests that are acceptable are:

WISC – Wechsler Intelligence Scale for Children
WAIS - Wechsler Adult Intelligence Scale

Psychological

- All supporting documentation of any DSM IV diagnoses.
- DSM IV - 5 Axis Panel with a current GAF
- A complete psychological evaluation including the following:
 - * *Interviews with student and parents*
 - * *Mental Status Examination*
 - * *Review of Mental Health Records*
 - * *Personality Scales:* (at least 1 of the 2 listed scales must be completed)
 - MMPIA- Minnesota Multiphasic Personality Inventory for Adolescents*
 - MACI – Millon Adolescent Clinical Inventory*
 - * *Projective Scales:* (at least 2 of the 3 listed tests must be completed)
 - Rorschach*
 - Sentence Completion Test*
 - Thematic Apperception Test (TAT)*
 - * *Substance Use Evaluation:*
 - SASSI for Adolescents AND/OR*
 - COMPU- 15*

* Please keep in mind that the turnaround time from the student testing through the production of the printed report averages 2-3 weeks. Please plan accordingly.

All testing materials will be kept confidential and will come directly to the Admission office. Please fax or email copies of the testing to 435.604.8978 or admissions@oakley-school.com

Exhibit 12

Oakley School Staff List

Staff List

Click on the Staff Member's name to see a full bio

Academics

Campbell, Tim	English Teacher
Farrington, Rachel	Study Hall / Parent Check In
Gines, Dallas	Learning Specialist
Heesch, Adam	Art Instructor
Jacobs, Craig	English Teacher
Jones, Pat	Music Teacher
Katchuk, Kay	Math Teacher
Noel, Richard	Physics Teacher
Preece, Laura	Registrar
Prugh, Alex	Teacher
Rice, Jodi	Academic Office Assistant
Spitzer, Justin	History Teacher
Veitinger, Craig	Math Teacher
Williams, Jay	Science Teacher
Young, Steve	Spanish Teacher

Administration

Andrus, Rod	Clinical Director
Coleman, Todd	Director of Experiential Education
Egbert, Arch	Assistant Head of School/Counselor
Love, Russell	Athletic Director/Alumni Coordinator
Meyer, James	Executive Director
Robbins, Kathleen	Asst. Clinical Director / Therapist
Selent, Wes	Asst. Director of Student Life
Smith, Matthew	Academic Director
Weston, Bill	Maintenance Director
Zakaras, Doug	Director of Student Life

Admissions Team

Alexander Hansen, Lauren	College Counselor / Admissions
Clark, Lauren	Admissions Counselor
Shoumatoff, Carrie	Director of Admissions

Clinical Team

Czerwinski, Leslie	Special Intervention Coordinator
Dietz, Nicole	Trails Counselor
Healey, James	Recovery Counselor
Hibbeln, Leah	Clinical Intern
Holzbauer, Jessica (Jess)	Therapist
Maynard, Brad	Trails Staff
Nelson, Roxi	Therapist
Rodriguez, Jeannette	Therapist LPC
Schueler, Coady	Therapist/Psy.D
Smith, Charlene	Counselor CSW
White, Sara	Counselor CSW

Operations

<u>Brusnahan, Valerie</u>	Kitchen Staff Member
<u>Catalan, Berta</u>	Kitchen Staff Member
<u>Montes, Cayetana</u>	Kitchen Staff Member
<u>Sheeran, Julie</u>	Kitchen Staff Member
<u>Sosa, Prisca</u>	Kitchen Staff Member

Operations/Support Staff

<u>Edwards, Becky</u>	Human Resources
<u>Garcia, Olga</u>	Kitchen
<u>Gortat, Tyrone</u>	Facilities Asst II
<u>Ibarra, Diego</u>	Head Chef
<u>Matthews, Heidi</u>	Librarian
<u>Page, Jillaire</u>	Receptionist
<u>Sorenson, Kathy</u>	Business Office
<u>Warr, Penni</u>	Administrative Assistant
<u>Wilde, Sandra</u>	Transportation Driver

Recreation/Community Service

<u>Baden, Alec</u>	Experiential Education
<u>Elson, Bethany</u>	Senior Experiential Education
<u>Frost, Evan</u>	Senior Experiential Education
<u>Haer, Charles</u>	Experiential Education
<u>Jones, Sarah</u>	Senior Experiential Education
<u>McGee, Nikki</u>	Experiential Education
<u>Voss, Tucker</u>	Experiential Education

Residential Life

<u>Amonson, Neil</u>	Senior Asst. Gunnison House Coach
<u>Bonnell, Melyssa</u>	Asst. House Coach
<u>Bristow, Steve</u>	Asst. House Coach
<u>Brooks, T.R.</u>	Night Staff
<u>Christensen, Kjarsten</u>	Asst. House Coach
<u>Cole, Amber</u>	Night staff
<u>Criswell, Joe</u>	Asst. House Coach
<u>Dalton, Lana</u>	Escalante Head House Coach
<u>Douglas, Jamie</u>	Asst. House Coach
<u>Eliason, Cathy</u>	Night Staff
<u>Ewell, Ari</u>	Night Staff
<u>Flack, Julie</u>	Night Staff
<u>Frum, Alan</u>	Nightwatch House Staff
<u>Karam, Michael</u>	Head House Coach Bridger and Powell
<u>Karlman, Bryce</u>	Asst. House Coach
<u>Leahy, Jennifer</u>	Asst. House Coach
<u>MacPhee, Tobias</u>	Asst. House Coach
<u>Melzer, Chris</u>	Asst. House Staff
<u>Oshier, Caleb</u>	Asst. House Coach
<u>Pence, Jerilyn</u>	Asst. House Staff
<u>Pim, Tyler</u>	Night Staff

Ronnow, Leah

Senior Asst. Powell House Coach

Santos, Stacy

Night Staff

Stremke, Amber

Asst. House Staff

Student Health

Bosworth, Melanie

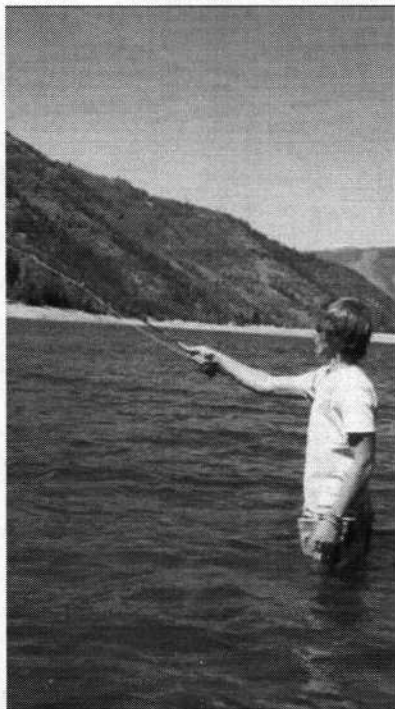
Registered Nurse

Bradford, Amy

Registered Nurse

Exhibit 13

Oakley School Recovery Services



Oakley School Recovery Services

Upon admission to the Oakley School each student is assessed as to her or his substance use (and addictive behavior) history. Depending on the individual student's experience with addictive behaviors, and progress in recovery prior to enrollment at Oakley, they may be placed in the Recovery Program. This means that in addition to the recovery work done with his or her therapist, the student will attend recovery class/group once a week.

Drawing from various models, recovery groups focus on educating students about the effects of substance use/abuse on the mind, body, family and society. Students routinely conduct a cost benefit analysis of chemical use, they explore addictive thinking and thinking errors such as denial, rationalization and projection, and they develop techniques to correct addictive thinking. Oakley students continuously learn and practice various skills for battling triggers and cravings. All recovery discussions and assignments work toward long term relapse prevention planning.

Students with more severe substance abuse histories, or those who find themselves struggling with sobriety while attending Oakley, will have individual recovery sessions with the Recovery Counselor, where they will work on individualized assignments designed to explore personal addictive behaviors. Much of this work is determining what needs were being met through the substance use, or behavior, in order to find alternative safe and legal ways of meeting those needs.

On campus 12-Step meetings take place Tuesday evenings. Students are encouraged to attend, yet, in keeping with the 12-Step philosophy, attendance is voluntary. Because those who do participate in NEA (Nearly Everything Anonymous) are there by choice, this becomes a powerful support group for Oakley students.

Students who are invested, and approved by their treatment team, are invited to attend Wednesday night AA and NA meetings in Park City, chaperoned by a licensed counselor.

Additional recovery activities, such as guest speakers and recovery movie nights are open to all Oakley students, even if they are not in the "recovery program".

The concept of recovery is more than sobriety, and it goes beyond education and counseling. Recovery is a healthy and stable lifestyle. The most crucial aspects of recovery are addressed in a holistic way by the basic program and structure of the Oakley School.

[Key Components of Oakley Recovery](#)

ASK US ANYTHING!

Simply type your questions
to get answers now!

 **Chat Now**



Exhibit 14

Oakley School Components of Recovery Services

ASK US ANYTHING!

Simply type your questions
to get answers now!

 Chat Now

Key Components of Oakley Recovery

A school-wide holistic approach to building Recovery Capital

Recovery Capital is the breadth and depth of internal and external resources that can be drawn upon to initiate and sustain recovery from severe alcohol or drug problems (Granfield & Cloud, 1999; Cloud & Granfield, 2004a).

The three types of Recovery Capital that can be influenced by addiction professionals are:

- Personal Recovery Capital
- Family/Social Recovery Capital
- Community Recovery Capital (Cultural Capital)

Hope: instilling optimism for a rewarding future.

Secure Base: a healthy diet, shelter, comfort, safety.

Supervision: Objective input and observations from trained professionals.

Structure: Adolescents, as well as adults, are more likely to thrive when clear rules and boundaries exist.

Education: knowledge as well as critical thinking skills.

Sense of Self: accomplishments, success, growth and self improvement.

Consistency: in rules and expectations from day to day, stability.

Healthy Sleep Schedule: adequate amounts of sleep, bedtime and wake up routine.

Recreation and Fun: adventure, sportsmanship and leisure.

Supportive Relationships: family, counselors, friends, teachers and mentors.

Empowerment and Inclusion: being a part of a community, feeling accepted.

Exercise: for health, and for fun.

Coping Skills: practicing various techniques for managing difficult feelings, and getting past cravings.

Challenge: Intellectual, emotional and physical.

Meaning: exploring non-material concepts such as purpose, love, and spirituality. Setting goals and creating a personal story or a narrative.

Relapse Prevention Planning: Mapping out a support system, and a plan of action, customized to each individual's discharge environment. This planning goes beyond behavioral contracting. Students identify underlying emotional currents that can lead to relapse, in order to correct their thinking, and behavior, before a relapse occurs.

Exhibit 15

Record of Licensing for Island View

Office of
Licensing

Start a New Search

Records 1 to 1 of 1

Facility: island view rtc
Website: www.islandview-rtc.com
Contact: judith jacques, acting executive director Phone: 801 7730200
Mail: 2650 W 2700 S County: DAVIS
SYRACUSE, UT 84075
Type: RENEWAL Begins: 12/1/2010 Ends: 11/30/2011 License Number: 1
License: Service: Intermediate Secure Care Specific: YOUTH TX
Capacity: 115 Gender: Ages: 11-17 years old
Licensor: Vorn Lor

Exhibit C

Exhibit 16

Articles of Incorporation for Island View

Utah of Utah
Department of Commerce
Division of Corporations and Commercial Code
I hereby certify that the foregoing has been filed
and approved on the 17th day of January 1995
in the office of this Division and hereby issue
this Certificate thereof.



Karla S. Woods
KORLA T. WOODS
Division Director

ARTICLES OF INCORPORATION
OF
ISLAND VIEW ACADEMY INC.

172043
RECEIVED

JAN 17 1995

UT DIV. OF CORP. & COMM. CODE

We, the undersigned natural persons of the age of twenty-one (21) years or more, acting as incorporators of a corporation under the Utah Nonprofit Corporation and Co-operative Association Act, adopt the following Articles of Incorporation for such corporation:

ARTICLE 1: NAME

The name of the corporation is: Island View Academy Inc.

ARTICLE 2: DURATION AND MEMBERSHIP

The corporation shall have no members and shall exist perpetually or until dissolved according to law.

ARTICLE 3: PURPOSES AND POWERS

The corporation is a nonprofit corporation under the laws of the State of Utah. The corporation is not formed for pecuniary profit. No part of the income or assets of the corporation is distributable to or for the benefit of its Incorporators, Trustees or Officers, except to the extent permissible under law. The purposes for which the corporation is organized, and for which the corporation shall have all powers allowed by law, including, without limitation, those powers described in Section 16-6-22 of the Utah Code Annotated (1952), as amended and supplemented (the "Code"), are as follows:

50171008139

(a) To engage in and carry on the business of operating an educational and residential treatment service business for adolescents.

(b) To purchase, take, receive, lease, mortgage, encumber, sell and dispose of any and all kinds and character of real, personal and mixed property (the foregoing particular enumeration in no sense being used by way of exclusion or limitation) and, while the owner thereof, to exercise all the rights powers and privileges of ownership, including, in the case of stocks and shares, the right to vote thereon.

(c) To enter into, make and perform contracts of every kind and description, to borrow and lend money, with or without security, and to endorse or otherwise guarantee the obligations of others.

(d) To act as principal or agent for others and receive compensation for all services which it may render in the performance of the duties of an agency character.

(e) To engage in the general business of investing, on behalf of itself and others, any part of its capital and such additional funds as it may obtain, or any interest thereon, either as tenant in common or otherwise, and to sell or otherwise dispose of the same, or any part thereof, or any interest therein.

(f) To conduct researches, investigations and examinations of businesses and enterprises of every kind and description, both within and without the state of Utah.

(g) To engage in any and all other lawful purposes, activities and pursuits presently or hereafter allowed by law, whether similar or dissimilar to the foregoing.

(h) To finance and refinance real property and to acquire, by purchase or otherwise, notes or evidences of indebtedness secured by mortgage, deed of trust or otherwise.

(i) To engage in any and all business activities and pursuits which may be reasonably related to the foregoing purposes, and to have and exercise all powers necessary or convenient to effect the purposes for which the corporation is organized.

The purposes stated herein shall be construed as powers as well as purposes, and the matters expressed in any clause shall not be limited by reference to or inference from the terms of any other, but shall be regarded as independent purposes and powers; and the enumeration of specific purposes and powers shall not be construed to limit or restrict the meaning of general terms of the general powers; nor shall the expression of one thing be deemed to exclude another not expressed, although it be of like nature.

ARTICLE 4: NONSTOCK CORPORATION

The corporation shall not issue certificates of stock and no dividends or pecuniary profits shall be declared or paid to the Incorporators, Trustees or Officers thereof.

ARTICLE 5: BYLAWS

Provisions for the regulation of the internal affairs of the corporation shall be set forth in the Bylaws.

ARTICLE 6: REGISTERED OFFICE AND AGENT

The address of the principal office of the corporation is 2651 West 2700 South, Syracuse, Utah, 84075. The name of the initial registered agent of the corporation is Travis L. Bowen, Esq. and its registered office is located at the Newhouse Building, 10 Exchange Place, Fourth Floor, Salt Lake City, Utah, 84111.

ARTICLE 7: TRUSTEES

The number of trustees which shall constitute the Board of Trustees of the corporation shall be fixed by the Bylaws, but in any event shall not be less than two (2). The number of trustees constituting the initial Board of Trustees of the corporation shall be two (2) and the names and addresses of the persons who are to serve as trustees until their successors are elected and shall qualify are:

<u>NAME</u>	<u>ADDRESS</u>
Lorin A. Broadbent	1143 East Raymond Road Fruit Heights, Utah 84037
Jared U. Balmer	1166 Sunset Boulevard Kaysville, Utah 84037

ARTICLE 8: AMENDMENT TO ARTICLES

These Articles may be amended only upon the approval of not less than a majority of the Board of Trustees then serving in the corporation.

ARTICLE 9: INCORPORATORS

The name and address of each incorporator is:

<u>NAME</u>	<u>ADDRESS</u>
Lorin A. Broadbent	1143 East Raymond Road Fruit Heights, Utah 84037
Jared U. Balmer	1166 Sunset Drive Kasyville, Utah 84037

DATED this 16 day of Jan, 1995.

INCORPORATORS

[Signature]
Lorin A. Broadbent

[Signature]
Jared U. Balmer

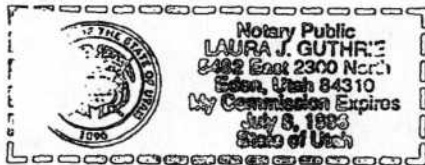
REGISTERED AGENT:

[Signature]
Travis L. Bowen, Esq.

STATE OF UTAH)
COUNTY OF SALT LAKE) ss.

On the 16 day of Jan, 1995 personally appeared before me Lorin A. Broadbent, Jared U. Balmer, and Travis L. Bowen, Esq., who, being by me duly sworn, declared that they are

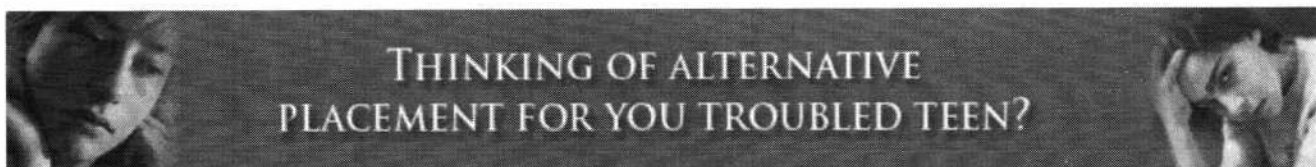
the persons who signed the within and foregoing document as incorporators, and that the statements contained therein are true.



Laura J. Guthrie
Notary Public
Residing in: *Deer Co; Utah*
Commission expires: *7-8-96*

Exhibit 17

My Troubled Teen Directory



THINKING OF ALTERNATIVE PLACEMENT FOR YOU TROUBLED TEEN?

[Schools for Troubled Teens](#) | [Parenting Teens](#) | [Get Help](#) | [Defiant Teens](#) | [Troubled Teens](#) | [Site Map](#) | [Disclaimer](#)

**Is Your Teen
in Trouble?
Take our
Questionnaire**

Get Help Now!
Featured Programs
Boarding Schools
Drug and Alcohol
Residential Treatment
Wilderness Programs
Christian Programs
Christian Boarding
Education Consultants
Transportation
Other Programs
Over 18
Eating Disorders
Therapeutic Boarding
Teen Communication

**Contact Our
Featured School
For Help With Your Teen
1-800-845-1380**

Transitional Program
Summer Programs
Emotional Growth
Family Style
Psychiatric Treatment
College Preparatory
Social Service
Under 12
Home
Disclaimer
Contact Us
Site Map

**Call Our Featured School 1-800-845-1380 for
Help With Your Troubled Teen**

Residential Treatment Center in Utah

Listings for Residential Treatment Center in Utah. In addition to education, most of these Residential Treatment Center in Utah provide treatment, therapy, and work training.

Birdseye Boys Ranch Utah
An individualized and intensive residential treatment program for youth ... [More info](#)

Cinnamon Hills Utah
We provide a safe and healthy environment. Our staff of 195 full-time professionals serve, treat, an... [More info](#)

Island View Residential Treatment Center Utah
Intense milieu, diverse activities, strong academics... [More info](#)

Kolob Canyon Utah
Kolob Canyon takes a holistic approach to therapy and growth for adolescent females while teaching s... [More info](#)

Logan River Academy Utah
Logan River Academy serves 13 to 17 year old girls and boys experiencing behavioral, emotional, educ... [More info](#)

Moonridge Academy Utah
Teenage depression strikes hundreds of thousands of adolescents today who feel trapped in a world of... [More info](#)

Pine Ridge Academy Utah
A therapeutic boarding school and residential treatment center ... [More info](#)

Provo Canyon School Utah
Provo Canyon School is a psychiatric residential treatment facility for boys and girls ages 12-17 wh... [More info](#)

Red Rock Canyon School Utah
Red Rock Canyon School is a state-licensed residential treatment center serving boys and girls ages ... [More info](#)

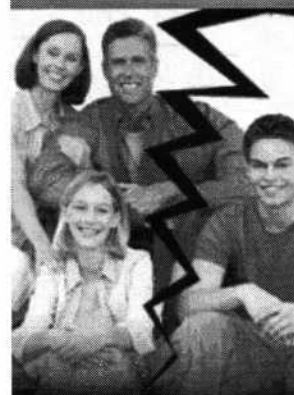
Turn-About Ranch Utah
Experiential treatment facility utilizing ranch environment... [More info](#)

Vista Utah
Adolescent treatment center... [More info](#)

Advertisement

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DEFIANCE
DRUGS
FAILURE IN SCHOOL
DEPRESSION
LOW SELF-ESTEEM

**My
Troubled
Teen.com**

W3C XHTML 1.0 ✓

W3C CSS ✓

Youth Care Academy	Utah
Residential treatment center... More info	
Alpine Academy	Utah
Alpine Academy provides a therapeutically based-family style environment, with an emphasis on indivi... More info	
COPPER HILLS YOUTH CENTER	Utah
Designed for treatment-resistive adolescents needing increased structured care and 24-hour supervisi... More info	
Heritage Schools	Utah
Heritage is a private, not-for-profit, long-term, co-ed, psychiatric residential treatment facility ... More info	
High Top Ranch School	Utah
Residential school and treatment center... More info	
Turnabout/Stillwater Academy	Utah
Turnabout/Stillwater Academy serves male and female students 12 to 17 years of age. Students and the... More info	
Vista, RTC	Utah
Vista Adolescent Treatment Center is a residential treatment center committed to providing adolescen... More info	
Youth Care	Utah
Strong therapeutic program. ... More info	
Telos Residential Treatment	Utah
The mission of Telos is to invite and assist every person affiliated with the program to move toward... More info	
Liahona Academy	Utah
A residential treatment center for troubled teen boys... More info	
Integrity House	Utah
A Residential Treatment Center with the primary objective of helping adolescent girls gain the skill... More info	
Red Rock Canyon School	Utah
A family oriented residential program for troubled youth... More info	
Turn-About Ranch	Utah
At Turn-About Ranch, we empower our students with the traditional Christian values of honesty, openn... More info	
Uinta Academy	Utah
Uinta Academy is a small, very therapeutically intensive residential treatment/academic program lice... More info	
Wodland Hills Academy	Utah
Sub-acute, highly structured and supervised (alarmed), very nurturing, intellectually stimulating, ... More info	
Gateway Academy	Utah
Gateway Academy is a residential program designed to give young men every advantage in their transit... More info	

Youthtrak - Utah	Utah
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Residential treatment program for males... [More info](#)

Diamond Ranch Academy	Utah
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At Diamond Ranch Academy, we are deeply committed to all of the following: We are committed to ch... [More info](#)

New Haven Residential Treatment Center	Utah
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The primary purpose of New Haven is to assist students in achieving positive change and growth.... [More info](#)

Top Flight Academy Youth Treatment Program	Utah
--	------

Top Flight Academy is a co-ed adolescent residential treatment program. During an average stay of n... [More info](#)

Utah Youth Village	Utah
--------------------	------

Changing troubled young lives requires love, caring and the right tools. Utah Youth Village is the o... [More info](#)

Moonridge Academy	Utah
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Moonridge Academy is a 16-bed facility that works with girls ages 11-14 who are exhibiting some of t... [More info](#)

Search Residential Treatment Center by State

Residential Treatment Center in Alaska
Residential Treatment Center in Alabama
Residential Treatment Center in Arkansas
Residential Treatment Center in Arizona
Residential Treatment Center in California
Residential Treatment Center in Colorado
Residential Treatment Center in Connecticut
Residential Treatment Center in Delaware
Residential Treatment Center in Florida
Residential Treatment Center in Georgia
Residential Treatment Center in Hawaii
Residential Treatment Center in Iowa
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Residential Treatment Center in Nebraska
Residential Treatment Center in New Hampshire
Residential Treatment Center in New Jersey
Residential Treatment Center in New Mexico
Residential Treatment Center in Nevada
Residential Treatment Center in New York
Residential Treatment Center in Ohio
Residential Treatment Center in Oklahoma
Residential Treatment Center in Oregon
Residential Treatment Center in Outside US
Residential Treatment Center in Pennsylvania
Residential Treatment Center in Rhode Island
Residential Treatment Center in South Carolina
Residential Treatment Center in South Dakota
Residential Treatment Center in Tennessee
Residential Treatment Center in Texas
Residential Treatment Center in Utah
Residential Treatment Center in Virginia

Residential Treatment Center in Vermont
Residential Treatment Center in Washington
Residential Treatment Center in Wisconsin
Residential Treatment Center in West Virginia
Residential Treatment Center in Wyoming

Ads by Google

[Troubled Teens](#)

[Wilderness Treatment](#)

[Troubled Boys](#)

[Youth Bootcamp](#)

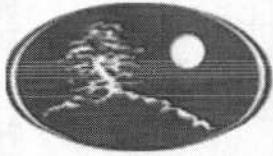
[Residential](#)

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Exhibit 18

Cedar Ridge Program Overview

Cedar Ridge Academy



**Therapeutic
Boarding
School**

*"Cultivating
the Seeds of
Change"*

[Home](#) [Therapy](#) [Karate](#) [Education](#) [Staff](#) [Admissions](#) [Campus Tour](#)
[Program Overview](#) | [Student Activities](#) | [Daily Living](#) | [Preparing for Home](#)

Program Overview



Cedar Ridge Academy is accredited by the Northwest Association of Accredited Schools (NAAS) and is licensed by the Utah Department of Human Services for youth ages 13-18. The campus is set at the foothills of the Uintah Mountains on 130 acres of high desert terrain. Our mission is to produce behavioral change and improve family relationships through the use of skilled therapy, a positive peer culture and a solid education.

Exhibit 19

Cedar Ridge Admissions

Cedar Ridge Academy



**Therapeutic
Boarding
School**

*"Cultivating
the Seeds of
Change"*

[Home](#) [Therapy](#) [Karate](#) [Education](#) [Staff](#) [Admissions](#) [Campus Tour](#)

[Financial Assistance](#)

Admissions

Enrollment

Cedar Ridge offers open enrollment throughout the year dependent upon beds available. Because admission is not tied to a traditional school schedule, students may be enrolled or withdrawn on a very individual basis.

Typical Student Profile

Cedar Ridge specializes in working with youth who have any or all of the following issues:

- Anxiety
- Mild/Moderate Depression/Mood Disorders
- Low Self-Esteem
- School Problems
- Relationship Problems
- Emotional Immaturity

- Attention Deficit Disorder/Learning Disabilities
- Childhood Trauma
- Defiant Behavior
- Substance Abuse

We DO NOT admit students who have any of the following issues:

- Conduct Disorder
- History of sexual aggression
- Eating disorder

Students who have narcissistic personality traits have more difficulty than others with our treatment model because we emphasize empathy and sensitivity to others. These students generally progress slower than average.

Contacting Us

For further information and/or an admission packet, call or e-mail:

Sean Haggerty, Admissions Director, 435-353-4498 ext. 117 (After hours 435-724-0899)

Address: Route 1 Box 1477
Roosevelt UT 84066
Fax: 435-353-4898
E-mail: admissions@cedaridge.net

We welcome parent and consultant visits, please call to make arrangements. We also have parent and professional references available upon request (for serious inquiries only).

Cost of Treatment

Please call for current comprehensive tuition. Scholarships available. Ask for Sean, 435-353-4498 ext. 117

Enrollment Documents

We are invested in having the best fit possible between our students and our school. Please take the time to fill out our student information questionnaire below so we can see if he/she would be a good fit at Cedar Ridge Academy.

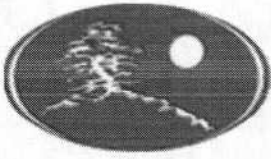
- [Student Information*](#)

*If you experience difficulty opening these documents, please download the latest version of Adobe Acrobat Reader. [You may get it by clicking here.](#)

Exhibit 20

Cedar Ridge Therapy

Cedar Ridge Academy



Therapeutic
Boarding
School

*"Cultivating
the Seeds of
Change"*

[Home](#) [Therapy](#) [Karate](#) [Education](#) [Staff](#) [Admissions](#) [Campus Tour](#)
[Behavior Management](#) | [Drug and Alcohol Use Treatment](#)

Therapy



Individual and Family Sessions

Each student is assigned to a therapist for their entire stay. This creates a feeling of stability, and allows the therapist deeper insight into the student and their family. All students spend at least one hour per week in session with their therapist. These sessions include the parent(s) by phone every other week. Individual therapy is focused on addressing each student's unique and diverse issues. After an initial settling period of 10 to 14 days the therapist and student add family sessions by phone to the therapy routine. Face-to-face family therapy sessions are scheduled in conjunction with parent visits and workshops.

All students complete three main assignments through individual therapy.

Fears Chart: Created by the Program Director, Robert Nielson, MFT, and used exclusively at Cedar Ridge. This chart is an individual, detailed description of the underlying fears a student has and a complete analysis of the ways in which they use defense mechanisms to avoid dealing with these fears. This includes an analysis of how their irrational thoughts and beliefs perpetuate these fears.

Cycles Chart: An analysis of thoughts and moods that repeat and cause certain behaviors to occur in cycles. The Cycles Chart is a widely used therapeutic tool.

Plan for the Future: A written plan for avoiding negative behaviors that focuses on positive behaviors and a 'map' to help the youth accomplish future goals.

These assignments provide important elements of a comprehensive service plan that includes both short-term and long-term therapeutic and behavioral goals. The service plan also articulates educational goals and is developed jointly by the student's therapist and academic advisor.

Group Therapy and "Family Meetings" in a Positive Peer Culture

Students participate in group therapy/"family meeting" four days a week in their home of residence. Each student rates their day and receives feedback from other students and staff. Students also give feedback to staff and discuss requests and issues of general concern to the students.

The entire student body meets every week in a mini-workshop therapy session we call "Big Group". In addition, students participate weekly in topic-focused group therapy as needed (i.e. chemical dependency, relationship issues, adoption issues, dialectical behavioral therapy).

Once a week, students participate in a therapeutic experiential activity structured and processed by either a therapist or an experienced residential manager.

Behavior Management

Drug and Alcohol Use Treatment



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Exhibit 21

Cedar Ridge Behavior Management

Cedar Ridge Academy



**Therapeutic
Boarding
School**

*"Cultivating
the Seeds of
Change"*

[Home](#) [Therapy](#) [Karate](#) [Education](#) [Staff](#) [Admissions](#) [Campus Tour](#)
[Behavior Management](#) | [Drug and Alcohol Use Treatment](#)

Behavior Management

Trust Levels: The Cedar Ridge program functions on a system of levels which we designate as 'trust' levels, a reflection of the student's trust in themselves, the trust of their peers, and the trust of the program staff. Levels range from 0 to 900 in increments of 100. New students begin in the middle at level 400 and can advance to level 500 as soon as they have mastered a small student manual. They can move up or down, depending on behavior and attitude. The higher the students level, the more privileges the student has.

Point Card: A daily point card is used to track behaviors for all students at level 500 and below.

Daily Rating Sheet: At level 600 the point card is discontinued and target behaviors are tracked on a daily rating sheet.

Trust Level Advancement: In order to advance through the levels, each student achieves support by their peers, their residential staff, their teachers, and their therapist. A student may request consideration for advancement after at least one month on the current level. Their point average must first support their advancement.



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Exhibit 22

Cedar Ridge Escape News

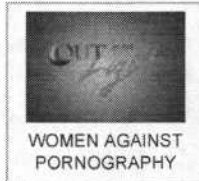
Salt Lake City
Scattered Clouds

46°

[Weather](#) | [Traffic](#)



Deseret News



**THE HUNT
FOR INTERNET**
ROLLOVER TO WATCH

verizon

Samsung Galaxy S
**PRODUCTIVITY
STOP HUN
START**

Home	Utah	Sports	Life	Entertainment	LDS Newsline	Movies	Multimedia	Opinion	Business
Cities	Education	Salt Lake County	Utah County	Davis County	Crime	Crime Reports	Politics	Legislature	

From Deseret News archives:

3 teens escape from treatment center

By Geoff Liesik
For the Deseret Morning News

Published: Wednesday, June 13, 2007 12:02 a.m. MD

0 comments

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ROOSEVELT — Three teenage boys are in the Split Mountain Youth Detention Center in Vernal after authorities say they overpowered a security guard early Monday morning and escaped from a residential treatment center.

Duchesne County Sheriff's Deputy Stephanie Cox said just before 1:30 a.m., a 15-year-old at the Cedar Ridge Academy attacked the unarmed guard with a bottle of water, striking him repeatedly in the face. After subduing the man, the boy and two 17-year-olds bound him with a karate belt.

From the archive

- Mom, daughter face charges in infant's death — June 5, 2008
- Mother, daughter charged in fatality after letting teen get behind wheel — June 4, 2008
- Girl hurt in tractor crash — May 15, 2007
- Woes mount for Neola man — Nov. 9, 2006
- Speeder's age a big surprise — Nov. 2, 2006

"They took his keys, took his wallet and also made him give them the alarm code," Cox said. "They also got the keys to where their shoes were locked up."

The deputy said the teens covered the victim's mouth with blue painter's tape before fleeing the treatment center about 7 miles northwest of Roosevelt in the man's Jeep. Cox said authorities were contacted after another teen in the center called off-duty staff and alerted them to the incident.

Deputies and Roosevelt city police caught up to the escapee less than three miles from the center. They were taken into custody without incident.

According to Cedar Ridge's Web site, it is a state-licensed "therapeutic boarding school" for 70 students between the ages of 13 and 18. Its goal is to "produce behavioral change and improve family relationships through the use of skilled therapy, a positive peer culture and a solid education." The academy lists karate as an "integral aspect" of its treatment model.

Cox said the boys, who are all from out of state, will be referred to juvenile court and could face charges of kidnapping, robbery, conspiracy and possession of stolen property. The 15-year-old will also likely face an assault charge, she said.

E-mail: geoff@ubstandard.com

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– About Comments

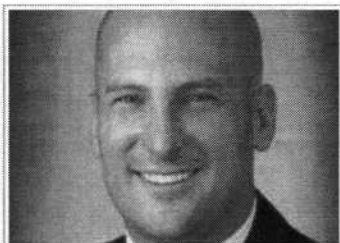


Add your comment

Recommended in Utah



STORY



New state GOP chair

For 10 years, the men and woman who wielded the money and influence of the chairmanship of the Utah GOP were a Who's Who of Utah's Republican powerbrokers.

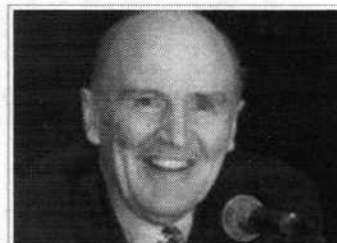
STORY



Video service

When Sarah Parker speaks using sign language, she projects her vibrant personality through hand gestures, facial expressions and body language.

STORY



Power of vision

A good vision gives an organization both direction and the inspiration to pursue it. As a leader, you are commissioned to give others sight, allowing them to behold greater vistas.

Exhibit 23

Cedar Ridge Drug and Alcohol Program

Cedar Ridge Academy



**Therapeutic
Boarding
School**

*"Cultivating
the Seeds of
Change"*

[Home](#) [Therapy](#) [Karate](#) [Education](#) [Staff](#) [Admissions](#) [Campus Tour](#)
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Drug and Alcohol Use Treatment

Cedar Ridge's approach to drug and alcohol issues among the students here varies according to the client's particular profile. However, all students are asked to undertake specific tasks to address any drug and alcohol problems. Most basic is the systematic way in which we use the "Fears Chart" to assist each client in identifying and working through unresolved issues such as hurts, traumas, grief, repression, etc. This approach is consistent with recent improvements in drug and alcohol treatment paradigms which now focus more on these deeper underlying factors. Environmental factors are known to trigger the cravings and use of drugs and/or alcohol caused by reactions to these unresolved emotional issues.

Students participate in individual therapy to address deep emotional issues, completing their own individual Fears Chart. They attend workshops conducted by the program director, a licensed MFT, to understand the process for identifying and articulating their fears and avoidance behaviors.

AA and NA materials are used as deemed appropriate. Primarily, the Cedar Ridge model is more cognitive-behavioral therapy, has a comparable degree of efficacy (compared to a 12-step program), and seems to work better with the teenagers who come to this program.



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Exhibit 24

New Haven Program Over View

New Haven : A Therapeutic Haven and School for Girls

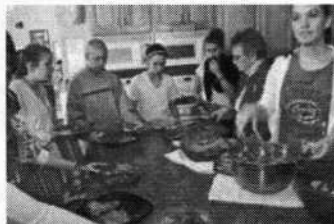
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resources

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[parent resources](#) [alumni resources](#)

TYPES OF TREATMENT PROGRAMS

The following overview will give you a sense of the types of treatment programs that exist and whom these programs serve. Understanding the types of treatment services available can be a helpful first step to making a good treatment choice for your child. For additional help understanding your options, please visit our pages describing educational consultants and read our informative papers, written by New Haven and InnerChange clinical staff and describing a variety of adolescent emotional and behavioral issues.



While there are numerous types of programs for young people struggling with emotional and behavioral problems, they can be broadly grouped in three main categories: Intervention and Assessment, Treatment, and Transition.

Intervention and Assessment

Hospitals

- WHAT:** Short-term, hospital-based psychiatric programs
WHO: Patients who are psychotic or at immediate risk of harm to self or others
WHEN: During a psychiatric emergency
WHY: To stabilize, typically for referral to longer-term treatment

Wilderness Therapy

- WHAT:** Short to medium term program utilizing a wilderness setting for therapeutic purposes
WHO: Adolescents struggling with a wide range of behavioral or emotional problems
WHEN: Behavioral or emotional issues are threatening the well-being of the young person and/or others
WHY: To interrupt or end a pattern of poor choices and to assess the need for further treatment

Detoxification Program

- WHAT:** A medical treatment center for chemical addiction
WHO: Patients who need medical supervision in order to safely detoxify
WHEN: Prior to placement in a long-term addictions treatment program
WHY: To safely clear the system of chemicals that would impede treatment

Treatment

Residential Treatment Program

- WHAT:** A program that combines therapy, psychiatric support, and schooling

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Important Topics

Does Your Teen Have Bipolar Disorder?

Bipolar disorder is a mental illness characterized by extreme fluctuations in mood. Because this illness manifests differently in adults and adolescents, the adolescent version of the disease is easily misdiagnosed and misunderstood.

Adolescence, Food, and Mood

Whether your daughter is experiencing the regular ups and downs of adolescence, a major life trauma, or an ongoing mood disorder, food choices can have a powerful impact on her moods and her ability to navigate emotional bumps.

Surviving the Holidays

For those who have experienced a loss-whether through divorce, a custody arrangement, death, etc.-the absence of someone normally central to the holidays can trigger feelings of profound grief.

View All Important Topics

sound advice

New Haven experts share insight on treatment topics.

[Launch Player](#)



Need Support?

first name

last name

email

phone

daughter's age

WHO: Adolescents who are stable enough to engage a long-term program of personal growth and therapy, but who need the structure of residential care

WHEN: Entrenched psychological or psychiatric issues need to be resolved for long-term well being

WHY: To gain insights, tools, and habits necessary for lifelong mental health

Outpatient Treatment

WHAT: A program that allows the young person to live at home and attend school or work during the treatment process

WHO: Clients who are fully compliant with treatment and whose behaviors do not seriously interfere with functioning at home, school, or work

WHEN: When the adolescent voluntarily seeks help with emotional issues

WHY: To allow a least-restrictive treatment option for compliant, engaged patients

Psychiatric Hospital

WHAT: A hospital for long-term psychiatric treatment

WHO: Severely mentally or emotionally disturbed patients requiring long-term psychiatric care

WHEN: When the patient requires long-term supervision, containment, and medical treatment

WHY: To have a long-term option for severely mentally ill patients

Transition

Young Adult Program

WHAT: Program with the features of long-term treatment, but designed to prepare young adults for independence

WHO: Young adults (17+) who need a combination of treatment and life skills

WHEN: When a young adult needs therapeutic and life-skills preparation for independent living or college

WHY: To prepare young people to cope with life on their own

Step Down Programs

WHAT: A lighter version of a treatment program – typically in the form of a highly structured boarding school with therapy

WHO: Young people who are compliant with the treatment process and do not require intensive treatment

WHEN: Typically following a successful wilderness or residential treatment experience

WHY: To keep the young person in an environment that supports gains made in treatment

Day-Treatment Programs

WHAT: Day programs that allow the client or patient to live at home and attend school or work

WHO: Adolescents who need support, but possess adequate coping skills to remain at home

WHEN: Typically following successful treatment

WHY: To provide support for a successful transition home or to independence

Halfway Houses

WHAT: A residential program that provides sobriety support along with access to work opportunities and normalized community involvement

WHO: Chemically addicted clients who have had a successful treatment experience but require moderate to intensive support

WHEN: Following a residential chemical dependency treatment program

WHY: To increase probability of long-term sobriety

I am interested in a:

- ☐ Therapeutic Consultation
☐ New Haven Brochure
☐ Other (see comments)

comments

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This website is for informational purposes only and is not intended to be a substitute for professional medical, psychiatric, or psychological advice, diagnosis, or treatment. Always seek the advice of a qualified health provider for any questions you may have regarding a medical or psychological condition.

Exhibit 25

Provo Canyon Escape

Four teens escape Provo treatment center

By Erin Alberty
The Salt Lake Tribune

Salt Lake Tribune

Updated:06/17/2009 06:22:24 AM MDT

Four teens escaped Monday night from the Provo Canyon School, a treatment center for troubled youth.

Police received reports of their disappearance about 4 p.m. Tuesday, said Provo police Lt. J.D. Lougee.

Lougee said their criminal records are not clear. He said they may be headed to Richfield.

One teen is 16, white, with blond hair, brown eyes and a joker tattoo on his forearm. Another is 14, American Indian, with short black hair, a scar on his left leg and brown eyes. A third teen is 16, black, with short black hair, several tattoos and brown eyes. A fourth teen is described as 16, black, with short black hair, a tear tattoo under his left eye and brown eyes.

All of the teens were wearing black T-shirts and black pants, but they may have changed clothes, Lougee said.

Anyone with information should call Provo police at (801) 852-6210.

Close Window

Send To Printer

Exhibit 26

Provo Canyon Exclusionary Criteria



HOME

CONTACT US / REQUEST INFO

SOMMERSET PROGRAM

ABOUT US

ACADEMICS

STUDENTS

ADMISSIONS

NEWS & EVENTS

VIDEO & PHOTO GALLERY

PARENT CORNER

MAP & DIRECTIONS

EMPLOYMENT

Exclusionary Criteria

We Can Help:

Through decades of treating youth, Provo Canyon School has a proven record of success in treating the following types of problems:

- Problems relating to personal and emotional functioning such as: low self-esteem, impulsivity, poor judgment-making skills, low frustration tolerance, depression, anger outbursts, substance abuse.
- Problems relating to Family Functioning: communications, defiance to authority and rules, verbally or physically aggressive, lack of respect for family members, lack of emotional bonding, and running away.
- Problems relating to Family Functioning: communications, defiance to authority and rules, verbally or physically aggressive, lack of respect for family members, lack of emotional bonding, and running away.
- Problems with substance abuse: mild to severe substance or polysubstance abuse, mild addiction/dependency.

Seek More Specialized Help:

Youth with the following disabilities or problems are normally not admitted to Provo Canyon School:

- Severe psychiatric disorder that requires acute hospitalization
- Physical handicaps which limit a youth's ability to participate fully in the program.
- Intelligence quotient below 80.
- Severe learning disabilities that preclude a youth from performing in a normal Special Education environment.
- Impairment resulting from traumatic brain injury.
- Medical illness such as severe diabetes, epilepsy, hemophilia, severe food allergies requiring specialized diets, encopresis, severe enuresis or other illness limiting the functioning in the School program.
- Pregnancy
- Severe social disorders
- Chronic violent behavior incompatible with group living environment.
- PCS is not a drug rehabilitation center and does not have detoxification or heavy addiction treatment facilities.

GROWTH, LEARNING AND CHANGE

For nearly 40 years Provo Canyon School, located in the scenic Wasatch Mountains of Utah has been helping teens and pre-teens achieve personal success. By combining academic, therapeutic and experiential learning into proven educational systems, our highly trained and certified staff teaches Provo Canyon students to grow in ways that they never thought possible.

Exhibit 27

Letter from Ray Bertoldi on International Building Code

Zane,

Here are a few things that I have come up with from a building code standpoint. I have also consulted with a building official for some help on this and how he would perceive the project if he were doing a code/plan review for a building permit.

Relevant Questions

1. Does a public school (K-12) typically have facilities for a 24hour a day residential component that is supervised? There is not one public or charter school in the state that does this. Weber County Zoning states that a school is defined by having a curriculum ordinarily given in public schools
2. The building official (Craig Browne) in this case and as with any other building for that matter is the person who determines the occupancy classification of a building. This however may conflict with the planning department, but the International Building Code, 2009 Edition clearly establishes the criteria for all occupancies by which the building department classifies a buildings occupancy.

Classifying the Building

Under the IBC, this building could be classified in a number of ways. Since the facility is in 2 buildings each would have its own occupancy classification and are as follows:

- The Administration and Classroom Building: E (Education) Section 305, for the use of a building, structure or portion thereof by six or more persons at any one time for educational purposes through the 12th grade.
- The Residential Building: This one is a little more complicated. Per the IBC, Residential Group R includes, among others, the use of a building or structure or a portion thereof , for sleeping purposes when not classified as and Institutional Group I or when not regulated by the International Residential Code in accordance with Section 101.2. The International Residential Code this is basically single family homes so this is not applicable. So the question here is, does the residential component of the facility fit any of the Residential Group R classifications in the IBC? They are as follows:
 - R-1 Residential occupancies containing sleeping units where the occupants are primarily transient in nature such as boarding houses, hotels and motels.
 - R-2: Residential occupancies containing sleeping units or more than two-dwelling units where the occupants are primarily permanent in nature: Apartments, Boarding Houses (non-transient), convents, dormitories, fraternities and sororities, hotels (non-transient), live work units, monasteries, motels (non-transient), vacation timeshare properties. Congregate living facilities with 16 or fewer occupants are permitted to comply with the construction requirements for Group R-3.
 - R-3: Residential occupancies where the occupants are primarily permanent in nature and not classified as Group R-1, R-2, R-4, or I, including:
 - Buildings that do not contain more than two dwelling units
 - Adult care facilities that provide for 5 or fewer persons for less than 24hours

- Child care facilities for 5 or fewer
- Congregate living facilities with 16 or fewer persons.
- R-4: Residential occupancies shall include buildings arranged for occupancy as residential care/assisted living facilities including more than 5 but not more than 16 occupants, excluding staff.

Definitions

Some interesting definitions per Section 310.2 of the 2009 IBC are applicable to the above:

- Boarding House: A building arranged or used for lodging for compensation, with or without meals where residents share bathroom and or kitchen facilities.
- Dormitory: A space in a building where group sleeping accommodations are provide in one room, or in a series or closely associated rooms, for persons not members of the same family group, under joint occupancy and single management, as in college dormitories or fraternity houses.
- Residential Care/Assisted Living Facilities: A building or part thereof housing persons, on a 24 hour basis, who because of age, mental disability or other reasons, live in a supervised residential environment which provides *personal care services*. The occupants are capable of responding to an emergency situation without physical assistance from staff. This classification shall include, but not limited to, the following: residential board and care facilities, assisted living facilities, halfway houses, group homes, congregate care facilities, social rehabilitation facilities, alcohol and drug abuse centers and convalescent facilities.

Of other interest are the following further definitions under the same IBC Section.

- Personal Care Service: The care of residents who do not require chronic or convalescent medical or nursing care. Personal care involved responsibility for the safety of the residents while inside the building.
- Congregate Living Facilities: A building or part thereof that contains sleeping units where residents share bathroom and/or kitchen facilities.

Looking at the occupancy classifications, the residential aspect of the building may fit under the following classifications:

R-2, as a Boarding House (Non-transient) or Dormitory. Interestingly enough is that the GVA drawings call this building a dormitory and then they also make reference to the benefits of a Boarding House citing the US State Department (Exhibit C-3 of the county submittal).

R-4 occupancy *might* be used *if* they separate the building by means of fire separations to isolate groups of 16 occupants, however this method of separation would rarely be approved by a building official because it is not intended to be used that way.

Therefore, under a residential occupancy classification they must identify it as an R-2 as a dormitory or Boarding house. Neither of these 2 uses are allowed in the AV-3 zone as a permitted or conditional use.

Per Weber County Zoning Ordinance 5B-2.16 Permitted uses: Public building; public park, recreation grounds and associated buildings; public school; private education institution having a curriculum similar to that ordinarily given in public schools. There is not a public school or charter school in the state that has a residential component to it.

The residential building is not an accessory building for an E occupancy. Per 5B-2, 1: Permitted uses: Accessory building or use customarily incidental to any permitted or conditional use. A dormitory is not a customarily incidental building or facility for any public school in the State of Utah.

Other Considerations

Another possible occupancy and one that the building official I spoke with feels is more appropriate and that would be an "I Occupancy" which is Institutional Group I. This includes among others, the use of a building or structure, or a portion thereof in which people are cared for or live in a supervised environment, having physical limitations because of health or age, are harbored for medical treatment or other care or treatment, or in which people are detained for penal or correctional purposes in which the liberty of the occupants is restricted. There are 4 classifications, I-1, I-2, I-3, I-4. Of these, I-1 would fit the classification for GVA per the following:

- I-1 Classification: This occupancy shall include buildings, structures or parts thereof housing more than 16 persons, on a 24-hour basis, who because of age, mental disability or other reasons, live in a supervised residential environment that provides *personal care services* (refer to the definition). The occupants are capable of responding to an emergency situation without physical assistance from staff. The group shall include but not limited by the following:

- Alcohol and drug centers
- Assisted living centers
- Congregate care facilities
- Convalescent facilities
- Group Homes
- Halfway houses
- Residential Board and care facilities
- Social Rehabilitation Facilities

The GVA building fits under this classification because 1), it *provides personal care services* (refer to the definition), 2), it cannot be classified as a R-4 because it has more than 16 occupants, 3), it is a Congregate Care Facility (refer to definition) by IBC definition and that is a I-1 Occupancy use. There is nothing under the AV-3 Zone that allows any of the uses under an I-1 Occupancy classification. There is a provision for a "Residential Facility for Trouble Youth" but GVA does not meet the requirements of that designation.