

{Insert Agency/County Name and Seal}

Thinking for a Change (T4C) Youth and Parent Orientation Manual

Revised 8.12.19

Service Overview:

Thinking for a Change (T4C) is a cognitive–behavioral therapy (CBT) program that includes:

- Social Skills Development (lessons 2-5 and 11-15)
- Cognitive Restructuring (lessons 6-10)
- Problem-Solving Skills (lessons 16-24)

T4C combines cognitive restructuring theory and cognitive skills theory to help individuals take control of their lives by taking control of their thinking. The foundation of T4C is the utilization of CBT principles throughout the group sessions. There is an extensive body of research that shows cognitive–behavioral programming significantly reduces recidivism of offenders.

The program is divided into 25 lessons (each lasting approximately 1 to 2 hours), with the capacity to extend the program indefinitely. The curriculum is implemented with small groups of 8 to 12 participants. Each lesson teaches important social skills (such as active listening and asking appropriate questions) as well as more complex restructuring techniques (such as recognizing the types of thinking that get them into trouble and understanding the feelings of others). Most sessions include didactic instruction, role-play illustrations of concepts, a review of previous lessons, and homework assignments in which participants practice the skills learned in the group lesson.

T4C is identified as a promising program at crimesolutions.gov. T4C is a closed group model.

Group Schedule:

{INSERT GROUP DAYS AND TIMES}

This program follows {INSERT COUNTY NAME} School System closings and calendar.

Programming is located at {INSERT ADDRESS}

Program Capacity:

Minimum of 8 youth, maximum of 12 youth with two facilitators present at all times.

Group Orientation:

Orientation provides a framework for success through the communication of expectations, norms and standards. Facilitators and staff should create a welcoming environment that builds a sense of community among the incoming class and connects youth and their caregivers to facilitators, staff and other students. The purpose of the Group Orientation is to prepare students to be successful through these cognitive–behavioral approaches. In orientation, youth will have the opportunity to engage with their facilitators on a one-on-one basis and facilitators in turn, will seek a commitment from the youth to engage in groups. Parents will have the opportunity to learn more about the program and how they can play an instrumental role in their child’s success.

Youth and Parent Orientation:

Coordinator will meet with each youth and parent to review the Youth and Parent Orientation Manual. Both youth and parent/guardian must be present and sign applicable forms.

Student Orientation Packet:

- Informational letter that includes the group schedule
- T4C Youth and Parent Orientation Manual
- Informed Consent (youth and parent must sign)
- Pretest Assessment

Parent Orientation Packet:

- Informational letter that includes the group schedule
- T4C Youth and Parent Orientation Manual

Conduct and Behavioral Policy:

{INSERT AGENCY/COUNTY NAME} aware of its responsibility to provide each youth a safe, comfortable, and non-threatening therapeutic environment, has established a policy regarding group conduct and behavior. {INSERT AGENCY/COUNTY NAME} promotes youth behavior that encourages others to become effective citizens of the community. For youth to grow and mature, they must accept the responsibilities and obligations of good citizenship which enable self-discipline, good health, reasonable standards of behavior, and a favorable atmosphere for group sessions, learning and skill development. Youth present during groups facilitated by {INSERT AGENCY/COUNTY NAME} staff must abide by the rules established to achieve this goal.

Youth Rights and Responsibilities:

Group Psychoeducation

Right - Youth have the right to attend a group session unimpaired because of gender, race, religion, national origin, sexual orientation, disabling conditions, or intellectual ability.

Responsibility - Youth have the responsibility to attend groups, make a conscientious effort in all group work, and conform to rules and regulations. Youth also have the responsibility to avoid actions or activities, individually or in groups, which interfere with the right of any other person.

Environment

Right - Youth have a right to a safe and orderly group environment which is conducive to self-expression, learning, skill development, and therapeutic processing.

Responsibility - Youth have the responsibility to ensure that their actions do not disrupt the group or group activities and that they abide by applicable laws and conditions of probation, if applicable.

Respect

Right - Youth have a right to expect and receive courtesy, fairness, and respect from members of {INSERT AGENCY/COUNTY NAME} staff and other youth.

Responsibility - Youth have the responsibility to respect the rights and authority of group leaders, and all others included in the group process. Youth have a responsibility to respect each other.

Property

Right - Youth have a right to expect that other youth and group personnel will respect their personal property.

Responsibility - Youth have the responsibility to respect the personal property rights of other youth and group leaders, as well as the public's property, including equipment, transportation vehicles, and buildings.

Participation

Right - Youth who comply with all rules and regulations have a right to participate in group and group activities.

Responsibility - Youth have a responsibility to comply with all rules and regulations for youth behavior at all group functions.

Expression

Right - Youth have the right to exercise freedom of expression, through appropriate channels, including the right to address policies publicly, privately, in writing, or orally. Youth may advocate change in any policy or regulation.

Responsibility - Youth have a responsibility to see that their expressions do not interfere with the group program. Youth have a responsibility not to use profane, obscene, slanderous, ethnically derogatory, or libelous statements; not to use disruptive tactics; and not to advocate violation of the law, rules, or regulations.

Appeal

Right - Youth and their parents have the right to appeal policies both publicly and privately, in writing and orally, through appropriate channels. Youth may advocate change in a policy or regulation that is considered not to be in their best interest.

Responsibility - Youth and their parents who believe that conditions of the group or decisions made by staff members are not in their best interest and wish to appeal have the responsibility of presenting these complaints to the group leader or clinical director, who shall make himself/herself available or schedule an appointment to hear these complaints. If a youth or a parent is not satisfied that a complaint previously presented has been resolved satisfactorily, a meeting may be requested with the youth, parent, and court administrator of {INSERT AGENCY/COUNTY NAME}.

Transportation Policy

A transportation roster and schedule will be sent to DJJ and the Transportation Service Worker (TSW) before the cohort begins. If transporters have any issues with the roster or schedule, they should contact the Program Contact for clarification. The roster is reoccurring unless changes have been submitted in a timely manner-at least 24 hours before the beginning of a session regarding pick up or at the beginning of a session regarding drop off. Schedule changes should be submitted in a timely manner to inform the TSW of any cancelled groups or new dates.

Transportation Rules:

1. No weapons of any sort or anything that could be used as a weapon (*ex: guns, knives, swords, ammunition, lighters*)
2. No tobacco, drugs, alcohol, or drug paraphernalia to include vapes
3. No inappropriate language or conversations (*ex: profanity, conversations with sexual, gang, or criminal content*)
4. No food or drinks to include candy
5. No inappropriate clothing (*clothing cannot be seen through, no tank tops, short shorts or skirts, no crop tops, no undergarments visible, no gang clothing, pants must always be worn at waist*)
6. No physical or verbal altercations
7. No sexual harassment
8. No disrespect of peers or authority figures
9. Seatbelts must always be worn, and youth must sit forward facing with no interaction with other vehicles or pedestrians
10. Youth must be picked up and dropped off at the address provided by the DJJ probation officer (*NO EXCEPTIONS*)
11. Youth must be prepared for pick up at assigned address (*van will not wait*)
12. Parent must notify DJJ group coordinator if they will not attend group or have alternative travel arrangements.

Violations:

- 1st violation: Verbal Warning
- 2nd violation: Written warning and apology letter
- 3rd violation: 1-day suspension from the van
- 4th violation: 3-day suspension from the van
- 5th violation: Suspension from the van indefinitely

At any time, the probation officer can determine a single violation be severe enough to suspend van privileges

If you are suspended off the van and fail to complete the program, a revocation of probation will be filed for you to return to court

Dress Code Policy:

{INSERT AGENCY/COUNTY NAME} has a required dress code policy for all youth receiving group services. If a youth comes to group violating any portion of the dress code, the youth will be asked to adhere to the dress code (e.g., change their shirt, remove certain items, or pull up pants). In the event the youth does not comply with the dress code, the youth will be asked to leave the group and be counted absent for the day. Program staff will contact a parent or guardian in the event a youth is asked to leave the group.

{INSERT AGENCY/COUNTY NAME} prohibits clients from wearing "gang-related apparel." For this purpose, {INSERT AGENCY/COUNTY NAME} has defined "gang-related apparel" as any apparel that if worn or displayed during a group, could reasonably be determined to threaten the health and safety of the environment.

The items that are not allowed to be worn or in a youth's intermediate possession during a facilitated group include but are not limited to:

- Bandanas of any color
- Head coverings
- Pants worn below the waist
- Any item of clothing that is representative of gang involvement, profanity, alcohol, drugs, or weapons

Group Related Procedures:

Attendance Policy:

The {INSERT AGENCY/COUNTY NAME} T4C program requires that participants cannot have more than two (2) unexcused absences and no more than three (3) excused absences; an excused absence is any absence that is deemed excused by the JPO/Juvenile Court officer. Any participant who has missed more than two consecutive weeks (i.e., 4 consecutive sessions) of group shall be discharged as "unsuccessful" from the program. If the participant missed the four consecutive sessions due to circumstances outside their own volition, the participant may be re-enrolled in the program during the next group cycle.

Make-up Policy:

The {INSERT AGENCY/COUNTY NAME} T4C program requires that any sessions missed must be made up within one week of the originally scheduled session. In the event that a youth has to make up a session, DJJ/Juvenile Court transportation services will not be available; the parent or guardian will be responsible for dropping off or picking up the participant from make-up group session at the designated time.

Participation Policy:

The participation policy for the {INSERT AGENCY/COUNTY NAME} T4C program requires that each youth participate in all sessions. Participating in each group session is an important and required component in the T4C program. Please see the sanctions chart in the enrichment policy. Participation is characterized by the following:

- Showing mutual respect for others in group and appropriately interacting with other group members and group facilitators during each group session;
- Completing homework and/or assigned reading for each session and coming to group ready and willing to discuss homework with others in the group;
- Engaging and interacting during all group discussions;
- Asking questions when a participant doesn't understand an idea or concept discussed;
- Displaying a positive attitude towards the ideas, concepts, and others in group;
- Supporting and showing understanding to other members in the group;
- Taking ownership (not blaming) for actions and behavior;
- Seeing a view of others (no self-centered thinking);
- Being patient with others in group and acting in accordance with the Conduct and Behavioral Policy;
- Working with group facilitators and group members to meet each week's session objectives;
- Being an active listener when others are speaking;
- Promoting equal contribution from all participants; refraining from interrupting others;
- Participating in the ENTIRE group session;
- Maintaining the confidentiality of what others discuss in group. It is expected that all information shared in the group setting will be kept within the group, unless such information indicates possible harm to the individual or others;
- Staying for make-up sessions to make up group material from any absence;
- Showing respect for what is shared. All statements should be accepted as information for learning purposes. As such, participants should ensure that opinions and statements shared are constructive for the purpose of meeting the objectives of the lesson and content of the curriculum;
- Taking turns speaking and sharing. Participants need to speak one at a time, listen to what is being said, remain focused on the topic and subject matter, and provide opportunities for others to respond should there be a disagreement;
- Demonstrating no aggression or violence. Physical or verbal aggression and violence are not permitted and will not be tolerated. (Refer to Behavior and Sanction Policy)

Missing or Incomplete Homework Policy:

Homework is required to be completed in the {INSERT AGENCY/COUNTY NAME} T4C program; homework is an integral part of T4C, and completion of homework demonstrates graduated practice and skill attainment. Any participant who fails to complete homework for the third (3rd)

time in group will be required to arrange to stay after group, during the session make-up period, and complete the required session homework. Any participant who fails to complete or makeup homework for the fourth time will be discharged unsuccessfully from the group.

- 1st incident- Participant is reminded about the importance of completing homework.
- 2nd incident- Verbal warning and discussion occurs with participant about a corrective action plan.
- 3rd incident- Participant required to attend make-up session group within the next 7 days to complete missing homework.
- 4th incident: Participant required to attend make-up session group to complete missing homework. Participant is discharged unsuccessfully if missing homework is not made up within 7 days.

Enrichment Policy:

The {INSERT AGENCY/COUNTY NAME} T4C program operates with a point system that rewards participants with positive points when they meet behavior and program expectations. When a participant violates any rule, they will be subject to sanctions. All sanctions and incentives will be documented and shared with parent and PO.

Sanctions:

	1 st offense	2 nd offense	3 rd offense	Final offense
Not completing homework	Remind about the importance of completing homework	Verbal reprimand and corrective action plan created	Attend make-up session to complete missing homework	Discharge if missing homework is not made up within 7 days
Constant Disrespect to facilitators	Verbal reprimand	Report to PO, letter of apology, and additional assignment	Conference	Discharge
Having contraband – gang paraphernalia, cigarettes/vaporizers, lighter, pocket knife etc.	Verbal reprimand	Report to PO	Conference	Discharge
Lack of participation	Verbal reprimand	Report to PO and additional assignment	Conference	Discharge
Bullying others	Report to PO	Immediate suspension and conference	Discharge	
Not following directives	Verbal reprimand	Report to PO and additional assignment	Conference	Discharge
Negative Talk/Glorification for crime	Verbal reprimand	Report to PO and additional assignment	Conference	Discharge

Inappropriate/Lewd Comments	Verbal reprimand	Report to PO and additional assignment	Conference	Discharge
Sexual Misconduct	Immediate suspension and conference	Discharge		
Leaving the classroom/session without permission	Verbal reprimand	Report to PO	Conference	Discharge
Leaving the building or grounds	Call 911 and conference	Call 911 and discharge		
Destruction of property	Report to PO and Charges filed by on-duty officer	Report to PO, charges filed by on-duty officer, and discharge		
Defacing of property	Report to PO and Charges filed by on-duty officer	Report to PO, charges filed by on-duty officer, and discharge		
Horseplay	Verbal reprimand	Report to PO and additional assignment	Conference	Discharge
Side/cross conversations	Verbal reprimand	Report to PO and additional assignment	Conference	Discharge
Sleeping in class (includes head down)	Verbal reprimand	Report to PO and additional assignment	Conference	Discharge
Stealing	Report to PO and Charges filed by on-duty officer	Report to PO, charges filed by on-duty officer, and discharge		
Gang talk, signs, colors any gang violation	Report to PO and confiscate any paraphernalia	Conference and confiscate any paraphernalia, notify parents	Discharge	
Automatic Discharge	Physical fighting	Possession/under the influence of Drugs/alcohol	Possession of weapon	

Column A – represents the various behaviors of a youth enrolled in the T4C program. Note: depending on the offense, a stricter disciplinary action will be taken against the youth.

Column B-E – Highlights the sanction that youth will be given for certain offenses and which offense.

- Verbal Reprimand – Youth will be removed from group and made aware if the offense they committed. The youth will be advised that their classroom conduct/behavior must improve; otherwise additional disciplinary actions will be taken.
- Make up Homework – Missed homework assignments to be made up by youth.

- Additional Assignment – Youth will be given an additional assignment relevant to current week curriculum. (i.e. a thinking report)
- Letter of Apology – Depending on the severity of the offense, youth will be asked to write and read aloud their letter of apology expressing their remorse for the offense committed.
- Corrective Action Plan- Staff develops a plan with youth to improve performance in group for specific tasks such as homework completion, attendance, etc.
- Report to Probation Officer – Probation Officer will be notified of the offense.
- Conference - Based on the severity of the offense, youth will be suspended immediately, and a counsel will be requested by staff to discuss the offense committed by the youth and determine the disciplinary action to be taken. Conference attendees will be T4C staff, PO, youth, and parent.
- Immediate suspension – Based on the severity of the offense, youth is immediately suspended from group and staff meets to decide if youth will continue being enrolled in the T4C program or discharged.
- Discharge – Based on severity if the offense, youth is subject to immediate discharge from the T4C program.
- Call 911/charges filed by on-duty officer – Sheriff will be called and charges will be filed.

Incentives:

Point System: A point system is established for youth who are participating in the T4C program. A chart will be set up in the classroom with a breakdown of daily points earned. A chart will also display the behaviors that will allow youth to earn points that will be accumulated for different rewards. One point will be assigned to each desirable behavior. The following are desirable behaviors for which youth will earn points:

- Daily attendance
- Completing homework
- Following the rules
- Completing the role-play

Treasure Box: When a youth gets 10 points, the youth is eligible to choose one reward from the treasure box. The treasure box will be open and therefore youth know exactly what they have to choose from. Youth can save up points and choose from the Bronze, Silver or Gold level. The treasure boxes will be available every three weeks.

- Bronze level – 10 points
- Silver level – 20 points
- Gold level – 30 points

Group Incentive: The group can collectively earn an incentive agreed upon by facilitators and group members for a specific desirable behavior (i.e. homework completion) completed for four consecutive groups. This means ALL group members must bring their homework completed to turn into facilitators for four consecutive groups. Facilitators will use the point system chart to show each group where all youth brought their completed homework. There are six

opportunities for a group incentive to be earned. If the whole group does not bring their completed homework, the count starts over, and no incentive is given.

Successful Completion Policy

For a participant to successfully complete the {INSERT AGENCY/COUNTY NAME} T4C program, the participant must have participated in (or made up) 25 of the 25 group sessions and have successfully met at least 70% of the session objectives for each T4C session. Meeting the above requirements will result in a Certificate of Successful Completion being issued during the graduation ceremony. Any participant not meeting the criteria above for successful completion, but still enrolled in the program during the graduation ceremony, will be issued a Certificate of Attendance, which will indicate the participant attended XX out of 25 T4C group sessions and will not reference successful completion of the T4C program. A certificate of attendance will be reported to the Criminal Justice Coordinating Council (CJCC), grant funders, as “unsuccessful”, where as a certificate of successful completion will be reported to CJCC as “successful.”

T4C Session Learning Objectives Description:

Lesson 1: Introduction

1. Describe the 3 key parts of T4C.
2. Describe expectations for T4C.
3. Agree to group rules and norms to follow during T4C.

Lesson 2: Active Listening

1. Describe the importance of active listening in this group and in other social situations.
2. Perform the steps of active listening during the lesson.
3. Perform the steps of active listening in real life situations.

Lesson 3: Asking Questions

1. Describe the importance of asking questions.
2. Perform the steps of asking questions during the lesson.
3. Perform the steps of asking questions in real life situations.

Lesson 4: Giving Feedback

1. Describe the importance of giving feedback.
2. Perform the steps of giving feedback during the lesson.
3. Perform the steps of giving feedback in real life situations.

Lesson 5: Knowing Your Feelings

1. Describe the importance of knowing your feelings.
2. Perform the steps of knowing your feelings during the lesson.
3. Perform the steps of knowing your feelings in real life situations.

Lesson 6: Thinking Controls Our Behavior

1. Recognize how thoughts, feelings, attitudes, and beliefs lead to predictable patterns of behavior.
2. Practice "objective detachment" in observing and describing thoughts, feelings, attitudes, and beliefs.
3. Practice the three steps of cognitive self-change during the Lesson.
4. Apply the steps of cognitive self-change to real life situations.

Lesson 7: Pay Attention to Our Thinking

1. Use thinking reports to observe and report thoughts, feelings, attitudes, and beliefs.
2. Establish, as a group norm, an objective, non-argumentative frame of reference for each group member to examine his/her own and others' thoughts, feelings, attitudes, and beliefs, and behaviors.
3. Write a thinking report using a situation where have identified a time they had a conflict with another person.

Lesson 8: Recognize Risk

1. Identify thoughts, feelings, attitudes, and beliefs that have led to trouble in the past.
2. Use an objective point of view when describing the risk in thoughts and feelings.
3. Write a thinking report about a recent or past time when a rule was broken or someone else was hurt.

Lesson 9: Use New Thinking

1. Identify new thoughts, attitudes, and beliefs that will reduce the risk in old ways of thinking.
2. Continue to develop skills in observing thoughts, feelings, attitudes, and beliefs and in recognizing the risky thinking.
3. Practice using new thinking to reduce the risk of getting into trouble or hurting anyone.

Lesson 10: Thinking Check-in

1. Practice a thinking check-in to reinforce the 3 steps of cognitive self-change in his/her everyday life.
2. Continue to develop the skill of objective self-observation.

Lesson 11: Understanding the Feelings of Others

1. Describe the importance of understanding the feelings of others.
2. Perform the steps of understanding the feelings of others during the lesson.
3. Perform the steps of understanding the feelings of others in real life situations.

Lesson 12: Making a Complaint

1. Describe the importance of making a complaint.
2. Perform the steps of making a complaint during the lesson.
3. Perform the steps of making a complaint in real life situations.

Lesson 13: Apologizing

1. Describe the importance of apologizing.
2. Perform the steps of apologizing during the lesson.
3. Perform the steps of apologizing in real life situations.

Lesson 14: Responding to Anger

1. Describe the importance of responding to anger.
2. Perform the steps of responding to anger during the lesson.
3. Perform the steps of responding to anger in real life situations.

Lesson 15: Negotiating

1. Describe the importance of negotiating.
2. Perform the steps of negotiating during the lesson.
3. Perform the steps of negotiating in real life situations.

Lesson 16: Introduction to Problem Solving

1. As a result of this lesson the group members will be able to answer questions that help them apply the problem-solving skills to a situation.

Lesson 17: Stop and Think

1. Identify specific warning signs: physical reactions, risk thoughts and risk feelings that a problem situation.
2. Intervene in internal experiences to begin to use thinking skills to reduce risky reactions.

Lesson 18: State the Problem

1. Identify a warning sign experienced in a problem situation.
2. Describe problem situations objectively.
3. Identify how physical reactions, risk thoughts, and risk feelings create a risk of their reacting impulsively to make the problem worse.

Lesson 19: Set a Goal and Gather Information

1. Develop positive and realistic goal statements.
2. Identify reasons to consider other people's thoughts and feelings.
3. Better determine the thoughts and feelings of others.
4. Differentiate between facts and opinions.

Lesson 20: Practice Problem Solving Skills 1 – 3

1. Demonstrate the lesson's problem-solving skills (stop and think, state the problem, set a goal and gather information.)

Lesson 21: Think of Choices and Consequences

1. Generate multiple possible actions in problem situations.
2. Identify possible consequences of the choices generated.
3. Choose an action based on consequences and goals.
4. Identify thoughts that support chosen actions.

Lesson 22: Make a Plan

1. Following this lesson, group members will apply the lesson's problem-solving skill and make a plan for a real life situation.

Lesson 23: Do and Evaluate

1. Demonstrate the steps for "do it" and then use questions to evaluate what happened.
2. Using the answers to evaluation questions, decide what needs to be done next.

Lesson 24: Problem Solving – Application

1. Following this lesson, the group members will be able to apply all 6 problem solving skills to real life problems.

Lesson 25: Next Steps

1. Celebrate their successful completion of the T4C program. (Aftercare is an option for group members/agencies).
2. Develop a personal plan for making the skills they have learned part of their life.

Parents' Guide to How to Help Their Youth Be Successful in T4C:

How can I help my youth be more successful in this program?

- Sessions 2-5 and 11-15 teach social skills. Parents can assist youth in being more successful during these sessions by recognizing and praising a youth when the youth is demonstrating appropriate social skills.
- Sessions 6-10 teach the cognitive self-change process. Parents can assist youth in being more successful during these sessions by helping youth recognize how thoughts, feelings, and attitudes and beliefs lead to predictable patterns of behavior and help by encouraging youth to identify new thoughts and attitudes and beliefs that will reduce the risk in their old ways of thinking.
- Sessions 16-24 teach problem solving skills. Parents can assist youth in being more successful during these sessions by encouraging youth to solve his or her own problems and recognizing and praising youth who do exercise appropriate problem solving skills.

- Below is a list of specific learning objectives your youth will be focusing on during each session. Plan to take time to ask questions about the most recent sessions learning objectives. Encourage your youth to do required homework. Touch base with the group facilitator at least once a month to inquire about the progress with your youth and you can better support him or her in the program. Overall, being involved with your youth and in the program will help increase the probability of a successful outcome.

What does my youth need to do to be more successful in this program?

Some important predictors of being successful in this program include:

- Participants coming to group during all scheduled sessions is one of the most important components predictive of success
- Participants participating in each session and actively engaging in all session activities
- Participants doing all assigned homework and coming to group ready to discuss homework assignments
- Participants asking questions to group leaders when he or she doesn't understand what is being discussed in group
- Participants practicing all the skills discussed in groups
- Participants being open to recognizing how attitudes and beliefs impact behavior
- Participants being open to new ways of thinking
- Participants being open to recognizing feelings

Policy Acknowledgement Signature Forms

Youth Name (printed): _____

Parent Name (printed): _____

Conduct & Behavioral Policy Acknowledgment

I have read and understand the above policy on group conduct and behavior and agree to abide by all statements, rules, and/or regulations above. I have been given an opportunity to have all of my questions answered.

Youth Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Transportation Policy Acknowledgment

I have read and understand the above policy on the requirements for transportation and agree to abide by all statements, rules, and/or regulations above. I have been given an opportunity to have all of my questions answered.

Youth Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Dress Code Policy Acknowledgment

I have read and understand the above policy on the group dress code and agree to abide by all statements, rules, and/or regulations above. I have been given an opportunity to have all of my questions answered.

Youth Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Attendance, Make-up, and Participation Policy Acknowledgement

I have read and understand the above policy on the requirements for attendance, make-up groups, and participation and agree to abide by all statements, rules, and/or regulations above. I have been given an opportunity to have all of my questions answered.

Youth Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Missing or Incomplete Homework Policy Acknowledgement

I have read and understand the above policy on the requirements for missing or incomplete homework and agree to abide by all statements, rules, and/or regulations above. I have been given an opportunity to have all of my questions answered.

Youth Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Enrichment Policy Acknowledgement

I have read and understand the above policy on the requirements for enrichments and agree to abide by all statements, rules, and/or regulations above. I have been given an opportunity to have all of my questions answered.

Youth Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Successful Completion Policy Acknowledgment

I have read and understand the above policy on the requirements for successful completion of the T4C program and agree to abide by all statements, rules, and/or regulations above. I have been given an opportunity to have all of my questions answered.

Youth Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____