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NCJRS

THE OREGON SUMMIT PROGRAM
APR 12 1995

ACQUISITIONS

The Oregon SUMMIT Program is an alternative form of incarceration with the purpose of rehabilitating offenders, using a therapeutic community approach in a military framework.

SUMMIT is an acronym for "Success Using Motivation, Morale, Intensity and Treatment". The primary components of the program are: Cognitive Change, Substance Abuse Education and Treatment, Military Bearing and Drill, Basic Education, Physical Work, Physical Exercise, Basic Work Skills, Decision Making, Individual Counseling, Citizenship, Spiritual Wellness and Teamwork.

The Oregon SUMMIT Program was mandated by the 1993 Legislature in House Bill 2481, in an effort to ease prison overcrowding and impact criminal recidivism. HB2481 places certain restrictions on those inmates eligible to participate in the Program.

Offenders volunteer for the 6 month Program and are motivated to do so, in that upon successful completion they may be released to post-prison supervision. While on Parole, offenders will continue their Substance Abuse Treatment and Cognitive Change group participation, to reinforce what they have learned in the SUMMIT Program and to receive support as they return to society and begin the life-long process of making pro-social choices for themselves.

Offenders enter the SUMMIT Program in platoons of approximately 50 persons. These platoons function as a unit throughout the SUMMIT Program, under the direction of Drill Instructors. Each platoon also has an assigned Guidance Counselor and Alcohol and Drug Counselor. All staff act as role models for the Program and participate actively in the therapeutic community. Military bearing, grooming and haircuts are required of all inmates at all times. There is no smoking, nor use of any tobacco products.

The Program schedule runs from 5:30 am to 9:30 pm, seven days a week, beginning each day with Reveille and an hour of Physical Training and run. Seven hours a day, the inmates participate in ABE/GED education classes, Counselling and Work Crews, working for state and community agencies primarily in forest management, construction and maintenance labor. Platoon Community Meetings are held daily. Evening hours are filled with A&D Education, Pathfinders, Education, AA and NA Meetings, and Citizenship Classes. Lights out is at 9:30 pm. The weekend schedule also includes Personal Wellness, Spiritual Wellness, Choir, Athletics and Visiting.

Inmates are evaluated daily in the following categories:

Respect	Program Progress
Positive Effort	Neatness/Cleanliness
Cooperation	Military Bearing
Following Instructions	Physical Training
Accepting Criticism	Positive Attitude

The goals of the SUMMIT Program are to teach offenders skills to lead a non-criminal life; to teach respect for others, self-respect, teamwork and discipline as a means to achieving pro-social goals; and to assist offenders in developing socially acceptable tools to succeed as citizens in our communities.

In order to successfully complete the Program, inmates must not only demonstrate their ability and willingness to participate fully in all aspects of the Program, but must also demonstrate to the satisfaction of the Superintendent and supervisory staff that he/she:

- has accepted responsibility for his/her criminal activity and the harm/pain caused to others;
- is willing and able to change old habits and behaviors;
- has already begun to establish new habits and attitudes with evidence of self-discipline, responsibility and ability to work as a team with others; and
- is willing to move forward with effort and determination to become a contributing, pro-social community member.

The SUMMIT Program has proven to be a demanding and rigorous program physically, mentally and emotionally. For every inmate who graduates, there has been another who failed to meet the challenge to change and was returned to a regular prison to complete their sentence. Those who've graduated have shown evidence of change. Those who were removed from the Program were removed for lack of change, lack of effort, and lack of program progress. The Oregon SUMMIT is a chance to make a difference -- to change lives and, therefore, enhance the safety and security of our communities. We believe the work we do will be evidenced in the positive lives of our graduates, which will be reflected by their families and their community.

Revised: 11/04/94
(FORMS) a:\ore_sum.pro

A-Engrossed
House Bill 2481

Ordered by the House June 9
Including House Amendments dated June 9

Ordered printed by the Speaker pursuant to House Rule 12.00A (3). Pre-session filed (at the request of Representative Peter Courtney)

SUMMARY

The following summary is not prepared by the sponsors of the measure and is not a part of the body thereof subject to consideration by the Legislative Assembly. It is an editor's brief statement of the essential features of the measure.

Requires Department of Corrections to develop and implement *[regimented inmate discipline program for certain convicted felons]* alternative highly structured corrections program involving intensive mental and physical training and substance abuse treatment. Establishes eligibility guidelines. *[Allows court to offer program as condition of probation.]* Defines terms. Allows department to release offender on post-prison supervision upon successful completion of program.

Requires State Sentencing Guidelines Board to adopt rules to integrate program into sentencing guidelines.

[Applies to conviction on or after January 1, 1994.]

A BILL FOR AN ACT

1 Relating to corrections; creating new provisions; and amending ORS 137.667.

2 Be It Enacted by the People of the State of Oregon:

3 SECTION 1. The Legislative Assembly finds that:

4 (1) There is no method in this state for diverting sentenced offenders from a traditional
5 correctional setting;

6 (2) The present correctional system does not adequately address the needs of young
7 offenders;

8 (3) The absence of a program that instills discipline, enhances self-esteem and promotes
9 alternatives to criminal behavior has a major impact on overcrowding of prisons and criminal
10 recidivism in this state; and

11 (4) An emergency need exists to implement a highly structured corrections program that
12 involves intensive mental and physical training and substance abuse treatment.

13 SECTION 2. As used in sections 2, 3, 4 and 5 of this Act:

14 (1) "Cognitive restructuring" means any rehabilitation process that redirects the think-
15 ing of an offender into more socially acceptable directions and that is generally accepted by
16 rehabilitation professionals.

17 (2) "Department" means the Department of Corrections.

18 (3)(a) "Offender" includes a person who:

19 (A) Is in the custody of the department; and

20 (B) Is at least 18 but no more than 40 years of age at the time of entry into the program.

21 (b) "Offender" includes a person who is under 18 years of age and has been convicted of
22 a crime upon remand from the juvenile court.

23 (c) "Offender" does not include a person convicted of a crime described in ORS 163.095,
24

1 163.115, 163.118, 163.235, 163.355, 163.365, 163.375, 163.385, 163.395, 163.405, 163.408, 163.411,
2 163.415, 163.425, 163.427, 163.435, 163.525, 164.325 or 164.415.

3 (4) "Program" means the special alternative incarceration program established under
4 section 3 of this Act.

5 SECTION 3. (1) The Department of Corrections, in consultation with the State Sentenc-
6 ing Guidelines Board, shall establish a special alternative incarceration program stressing a
7 highly structured and regimented routine. The program:

8 (a) Shall be based on a military basic training model that includes extensive discipline,
9 physical work, physical exercise and military drill;

10 (b) Shall provide for cognitive restructuring in conformance with generally accepted
11 rehabilitative standards;

12 (c) Shall include a drug and alcohol treatment component that meets standards generally
13 accepted by mental health professionals; and

14 (d) Shall be no longer than 210 days' duration.

15 (2) The department shall provide capital improvements and capital construction neces-
16 sary for the implementation of the program.

17 SECTION 4. (1)(a) The Department of Corrections is solely responsible for determining
18 which offenders are eligible to participate in, and which offenders are accepted for, the pro-
19 gram. The sentencing court may recommend to the department that an offender be allowed
20 to participate in the program, but the recommendation is not binding on the department.

21 (b) The department may not accept an offender into the program unless the offender
22 submits a written request to participate. The request must contain a signed statement pro-
23 viding that the offender:

24 (A) Is physically and mentally able to withstand the rigors of the program; and

25 (B) Has reviewed the program description provided by the department and agrees to
26 comply with each of the requirements of the program.

27 (c) The department may deny, for any reason, a request to participate in the program.
28 The department shall make the final determination regarding an offender's physical or
29 mental ability to withstand the rigors of the program.

30 (d) If the department determines that an offender's participation in the program is con-
31 sistent with the safety of the community, the welfare of the applicant, the program objec-
32 tives and the rules of the department, the department may, in its discretion, accept the
33 offender into the program.

34 (2) The department may suspend an offender from the program for administrative or
35 disciplinary reasons.

36 (3) When an offender has successfully completed the program, the department may re-
37 lease the offender on post-prison supervision. Successful completion of the program does not
38 relieve the offender from fulfilling any other obligations imposed as part of the sentence in-
39 cluding, but not limited to, the payment of restitution and fines.

40 SECTION 5. (1) The Department of Corrections shall adopt rules to carry out the pro-
41 visions of sections 3 and 4 of this Act.

42 (2) The State Sentencing Guidelines Board shall adopt or amend rules as necessary to
43 integrate the program into sentencing guidelines.

44 SECTION 6. ORS 137.667 is amended to read.

45 137.667. (1) On or before January 1 of each odd-numbered year, the State Sentencing Guidelines

1 Board may adopt by majority vote of all of its members amendments of the sentencing guidelines
2 approved by section 67, chapter 790, Oregon Laws 1989. The board shall submit the amendments to
3 the Legislative Assembly for its approval. The amendments shall not become effective unless ap-
4 proved by the Legislative Assembly by statute. The effective date of the amendments shall be the
5 date specified by the Legislative Assembly in the statute approving the amendments. The Legislative
6 Assembly may by statute amend, repeal or supplement any of the amendments.

7 (2) In adopting the amendments to the sentencing guidelines, the board shall consider recom-
8 mendations from the Oregon Criminal Justice Council. The board is not bound by the recommen-
9 dations and shall exercise its own independent judgment. The board shall, however, in adopting
10 amendments under this section and section 135, chapter 790, Oregon Laws 1989, be subject to the
11 same considerations that applied to the development of sentencing guidelines under section 2,
12 chapter 619, Oregon Laws 1987.

13 (3) The provisions of this section do not apply to amendments to the guidelines adopted by the
14 board under ORS 137.665, [and] section 84, chapter 790, Oregon Laws 1989, and section 5 (2) of
15 this 1993 Act.

16



STATE OF OREGON

Department of Corrections

Subject:

OREGON SUMMIT PROGRAM
(BOOT CAMP)

Related ACA Standards:

OAR 291-62-010 through
OAR 291-62-080

Rule #62 (Tab #64)

Functional Unit(s) Affected:

Institutions

Procedure Requirement (Yes ___ No X)

Approved:

Frank A. Hall, Director

Effective Date:

1/9/95

(Supersedes document dated:

3/4/94)

AUTHORITY, PURPOSE AND POLICY

291-62-010 (1) Authority: The authority for the rule is granted to the Director of the Department of Corrections in accordance with ORS 421.500 to 421.512, and ORS 179.040, 423.020, 423.030 and 423.075.

(2) Purpose: The purpose of the rule is to establish a special alternative incarceration program stressing a highly structured and regimented routine to promote offender rehabilitation, and to establish procedures for the program's operation and management, as directed in ORS 421.500 to 421.512.

(3) Policy: It is the policy of the Department of Corrections to promote offender rehabilitation during incarceration to reduce the risk of continuing criminal conduct when the offender is returned to the community.

DEFINITIONS

291-62-020 (1) Facility Superintendent: The functional unit manager of a Department of Corrections facility designated by the Department's Director to provide the structured institutional component of the Oregon SUMMIT Program, who reports to the Director, and Assistant Director for Institutions, and is responsible for delivery of program services or coordination of program operations.

(2) Inmate: Any person under the supervision of the Department of Corrections who is not on parole, probation, or post-prison supervision status.

(3) Oregon SUMMIT Program: A highly structured corrections program based on a military basic training model that involves intensive mental and physical training and substance abuse treatment. SUMMIT is an acronym for Success Using Motivation, Morale, Intensity and

Treatment. The program includes two components: a structured institution program, and a period of short-term transitional leave. The structured institution program component will be provided at one or more Department of Corrections facilities as designated by the Director. Upon successfully completing to the Department's satisfaction all Oregon SUMMIT Program requirements as directed while participating in the structured institution program and, when directed by the facility superintendent, in the short-term transitional leave components of the program, an inmate shall be released into the community on post-prison supervision.

(4) Short-term Transitional Leave: Leave for a period not to exceed 30 days preceding an established release date for the purpose of securing appropriate transitional support, as authorized by ORS 421.168 and the Department's rule on Short Term Transitional Leaves, Emergency Leaves and Supervised Trips (OAR 291-063).

PROCEDURES

INMATE ELIGIBILITY

291-62-030 (1) The Department will identify inmates eligible to participate in the Oregon SUMMIT Program. To be eligible to participate in the program an inmate:

(a) Must be sentenced to the legal and physical custody of the Oregon Department of Corrections under Sentencing Guidelines statutes and rules adopted by the State Sentencing Guidelines Board, and be subject to a term of post-prison supervision upon satisfaction of a term of incarceration in a Department of Corrections facility;

(b) Must be at least 18 but not more than 40 years of age at the time of entry into the program, or may be under 18 years of age and have been convicted of a crime upon remand from juvenile court; and

(c) Must be assigned minimum custody status in accordance with the Department's rule on Classification (Inmate) (OAR 291-104).

(2) An inmate is not eligible to participate in the Oregon SUMMIT Program if ever convicted of a crime described in ORS 163.095, 163.115, 163.118, 163.235, 163.355, 163.365, 163.375, 163.385, 163.395, 163.405, 163.408, 163.411, 163.415, 163.425, 163.427, 163.435, 163.525, 164.325, 164.415, or if ever convicted of attempt, solicitation or conspiracy to commit any such crime. These disqualifying felonies are: Aggravated Murder, Murder, Manslaughter I, Kidnapping I, Rape III, Rape II, Rape I, Sodomy III, Sodomy II, Sodomy I, Unlawful Sexual Penetration II, Unlawful Sexual Penetration I, Sexual Abuse III, Sexual Abuse II, Sexual Abuse I, Contributing to the Sexual Delinquency of a Minor, Incest, Arson I, Robbery I.

(3) An inmate is not eligible to participate in the Oregon SUMMIT Program if the inmate is subject to ORS 137.635 (Ballot Measure 4) or ORS 161.610 (gun minimum sentence).

(4) An inmate is not eligible to participate in the Oregon SUMMIT Program if the inmate:

(a) Has an adult conviction for felony escape within the three years prior to the beginning of the platoon cycle, or has a conviction for unauthorized departure from the legal and/or physical custody of the Oregon Department of Corrections or its authorized agents within the three years prior to the beginning of the platoon cycle;

(b) Has non-sentencing guidelines prison terms, unresolved criminal prosecutions, consecutive county jail terms, or any other circumstance which would conflict with his/her release from prison upon satisfactory completion of the SUMMIT program;

(c) Has a current Immigration and Naturalization Service (INS) detainer;

(d) Is currently assigned to special security housing for reasons of protective custody, or the inmate's assignment to the program is otherwise determined by Department officials to pose a threat to the safe, secure and orderly operation and management of program, including the safety of Department staff and inmates;

(e) Has less than eight months to serve from the first day of the program's next cycle;
or

(f) After April 1, 1995, commits and is convicted of Manslaughter II (ORS 163.125), Assault I (ORS 163.185), Assault II (ORS 163.175), Kidnapping II (ORS 163.225), or Robbery II (ORS 164.405).

INMATE SELECTION

291-62-040 (1) The Department may, in its discretion, accept eligible inmates into the Oregon SUMMIT Program when the Department determines that the inmate's participation in the program is consistent with the safety of the community, the welfare of the applicant, the program objectives and the rules of the Department.

(2) An inmate will not be accepted into the program unless the inmate submits a written request to participate.

(a) The request must contain a statement signed by the inmate applicant providing that he/she:

(A) Is physically and mentally able to withstand the rigors of the program; and

(B) Has reviewed the program description provided by the Department and agrees to comply with each of the requirements of the program.

(b) Otherwise eligible inmate applicants with a physical and/or mental disability will be evaluated individually to determine whether they may successfully participate in the fundamental components of Oregon SUMMIT Program.

(c) The Department shall make the final determination regarding an inmate's physical or mental ability to withstand the rigors of the program.

(3) Program slots will be offered to eligible inmates whose history is reflected by the greatest total point value on the Selection Priority Scale, attached as Attachment 1. A total score is obtained by adding the point value obtained for each of the five criteria in the scale. If additional selection criteria are required to select for participation inmates whose history is reflected by the same numerical point value(s) on the Selection Priority Scale, inmates with the least time served on their current commitment will be the first offered the opportunity to participate in the Oregon SUMMIT Program.

(4) Applications for participation must be received by the designated Oregon SUMMIT

Program facility's Program Services Manager not less than 20 business days prior to the beginning of the next program cycle.

(5) Inmate applicants whose current offense is Manslaughter II (prior to April 1, 1995) and Negligent Homicide will receive a special review. The facility superintendent will assure that the judge and district attorney involved in these cases is contacted in writing advising that the inmate is being considered for the SUMMIT program which, if successfully completed, will provide for an earlier than expected release from prison. The judge and district attorney will be given no less than 30 days from the date of mailing to make their comments and recommendations. The superintendent in consultation with the Assistant Director for Institutions, will make the final selection decision.

(6) Comments and recommendations from judges, district attorneys, victims, and others will be considered by the superintendent in making the final selection decision.

REMOVAL FROM THE PROGRAM

291-62-050 (1) The Department may, in its discretion, remove or suspend an inmate from the Oregon SUMMIT Program, and may reassign the inmate to another Department of Corrections facility to serve the balance of the inmate's court-imposed incarceration term(s), for administrative or disciplinary reasons. A decision to remove or suspend an inmate from the program will be made in consultation with a committee appointed by the facility superintendent (Superintendent's Committee) to review the performance of inmates participating in the Oregon SUMMIT Program.

(2) Administrative Removal/Suspension

(a) The facility superintendent may, in his/her discretion, immediately remove or suspend an inmate from the program and reassign the inmate to another Department of Corrections facility without a hearing, for administrative reasons.

(b) An inmate who is not available to participate substantially in the program (e.g., illness, court appearance(s), disciplinary segregation, etc.) for 30 days or more will be removed from the program.

(c) Any change in status that would cause the inmate to be ineligible to continue participating in the program as described in OAR 291-62-030, shall result in the inmate's immediate removal from the program.

(3) **Disciplinary Removal/Suspension:** An inmate who commits a major disciplinary rule violation may be removed from the program and transferred to another Department of Corrections facility at the discretion of the facility superintendent, after a hearing in accordance with procedures provided in the Department's rule on **Prohibited Inmate Conduct and Processing Disciplinary Actions** (OAR 291-105).

(4) **Voluntary Removal:** An inmate may elect to remove himself/herself from the Oregon SUMMIT Program; however, to do so the inmate must first meet personally with the facility superintendent to explain the reasons for the decision, and sign a document requesting removal from the program.

(5) **Discretionary Recycle/Restart:** An inmate who has been removed or suspended from the Oregon SUMMIT Program for administrative or disciplinary reason(s) pursuant to

OAR 291-62-050 (2)(a) and (b), and (3), or who has removed himself/herself voluntarily from the program pursuant to OAR 291-62-050 (4), may re-apply with the facility superintendent for acceptance back into the program. The facility superintendent may, in his/her discretion, accept the inmate back into the program, notwithstanding the priority selection criteria set forth in OAR 291-62-040 (3), and assign the inmate back into a platoon with a later graduation date (recycle), or permit the inmate to begin the entire program over again (restart).

PROGRAM MANAGEMENT

291-62-060 (1) This special alternative incarceration program stresses a highly structured and regimented routine. The program shall:

(a) Be based on a military basic training model that includes extensive discipline, physical work, physical exercise and military drill;

(b) Provide for cognitive restructuring;

(c) Include a drug and alcohol component;

(d) Include a literacy and education component;

(e) Include an anger and stress management component;

(f) Include a community re-integration skills course; and

(g) Be no longer than 210 days duration.

(2) An inmate who successfully completes to the Department's satisfaction all of the requirements of the structured institution program may be released directly to post-prison supervision or, at the discretion of the facility superintendent, the inmate may be required to participate and successfully complete the short-term transitional leave component of the Oregon SUMMIT Program prior to release to post-prison supervision.

OREGON SUMMIT PRISON MANAGEMENT

291-62-070 (1) The overall environment of the Oregon SUMMIT Program is austere and based upon strict military discipline.

(2) Consistent with the goals of the SUMMIT program, which includes being drug free and taking personal responsibility for destructive behavior, SUMMIT participants will not be permitted the use of tobacco products.

(3) To the extent that other Department of Corrections rules and procedures may conflict with provisions in this rule, such rules are inapplicable to the Oregon SUMMIT Program and/or are modified as provided in this rule to reflect the purposes of the program and the relatively short period of confinement:

(a) **Short-Term Transitional Leave, Emergency Leaves and Supervised Trips** (OAR 291-63):

(A) An inmate that completes to the Department's satisfaction all of the requirements of the structured institution program may be released into the community on a 30-day

maximum short-term transitional leave. Upon successfully conforming to directed activities while participating in the short-term transitional leave component of the program, an inmate shall be released into the community on post-prison supervision.

(B) Because SUMMIT participants who successfully complete the program will effectively receive a reduction in their incarceration terms, they will be held to a higher standard of behavior on transitional leave than non-SUMMIT inmates. Therefore, OAR 291-63-035 is modified with respect to SUMMIT participants to provide that:

(i) Violations that would be considered serious enough to warrant revocation will include, in the judgment of the supervising officer, the SUMMIT inmate's demonstration that he/she does not warrant an early release from prison because he/she has failed to demonstrate one or more of the following: respect for authority, positive effort, cooperation, following instructions, accepting criticism, program progress, neatness/cleanliness, and positive attitude.

(ii) If the supervising officer believes that a SUMMIT inmate is in violation of the terms and conditions of his/her transitional leave established by the facility superintendent, the officer may cause the inmate to be arrested and returned to the physical custody of the Oregon Department of Corrections. An in-custody hearing will be conducted to determine whether the inmate violated the terms and conditions of his/her transitional leave in accordance with the rule on **Short-Term Transitional Leave, Emergency Leaves and Supervised Trips**, (OAR 291-63). The inmate's participation in the Oregon SUMMIT Program will be immediately suspended pending the outcome of the hearing.

(iii) If the inmate is found in violation of the terms and conditions of his/her transitional leave, the case will be reviewed by the Superintendent's Committee to recommend whether the inmate should be removed from, continued in, restarted, or recycled in the Oregon SUMMIT Program. The superintendent will review the recommendation and, at his/her discretion, issue a written order to either remove, continue, recycle or restart the inmate.

(iv) An inmate who is removed or suspended from the Oregon SUMMIT Program may be re-assigned to another Department of Corrections facility to serve the balance of their entire court-imposed incarceration term(s).

(b) **Hygiene, Grooming and Sanitation (Inmate)** (OAR 291-123): Inmates enrolled in the SUMMIT program will be groomed in a manner consistent with military boot camps. Therefore, OAR 291-123-015 (2) (personal hygiene) is modified with respect to SUMMIT participants as follows:

(A) Male SUMMIT inmates shall maintain crew-type hair cuts, approximately 1/8" to 1" in length and completely trimmed around the ears, and keep their faces clean shaven. Female SUMMIT inmates shall maintain short hair cuts, not be exceed 2" on top and trimmed to the hair line on the neck and around the ears. Hair cuts shall be given to all SUMMIT inmates on a regular basis. During the final 30 days of the structured institution program, hair length and style will be at the option of the inmate.

(B) SUMMIT inmates will not be permitted to possess or wear jewelry with the exception of a plain, smooth wedding band, without stones or protrusions, religious pendent that must be worn out of sight, and a watch purchased through the canteen.

(c) **Food Services Programs** (OAR 291-61): Inmates in the SUMMIT program will be

very active 16 hours per day, seven days per week. It is essential that adequate calories, as well as nutrition, be given to fuel this highly demanding routine. Therefore, OAR 291-62-011 (3) and 291-61-081 (4) are modified to authorize the facility superintendent to add to the basic centralized, cyclical menu to meet the needs of inmates at a higher activity level.

(d) **Personal Property (Inmate) (OAR 291-117):** Inmates participating in the SUMMIT program will not have time nor will they benefit by the distractions offered by entertainment equipment. Therefore, OAR 291-117-020 (1)(a-b) and (2)(a) are modified with respect to SUMMIT participants as follows: SUMMIT inmates shall not be permitted to possess musical instruments, television, radios or radio/tape players. Inmates who are in possession of these items will surrender them to the institution staff for storage or to be shipped out at the inmate's option and expense.

(e) **Release of Public Information (OAR 291-39):** The SUMMIT program is of great interest to the citizens of Oregon. As a consequence of this interest, representatives of the media often visit the institution to film inmates participating in various phases of this program. It is in the public's interest for the media to be able to photograph inmates' participation in the program, which is often in large groups. Securing individual media release forms from large numbers of inmates for each group of reporters would be cumbersome and diminish the effectiveness of the media coverage of the program. Therefore, OAR 291-39-035 (3) is modified with respect to SUMMIT participants to require, as a condition of participation in the SUMMIT program, that each inmate sign a media release form that will remain valid and in force for the duration of the inmate's participation in the program.

(4) **Prison Term Modification (OAR 291-97-202(2)(a)):** Inmates who begin the Oregon SUMMIT Program will be considered to be participating in their primary program plan. If the inmate fails to complete the program because of inadequate program performance, disciplinary reasons, or voluntary removal, that inmate will be considered as noncompliant with his/her primary program plan, and will not be granted earned time credit for programming during that review period.

OREGON SUMMIT PRISON SERVICES AND ACTIVITIES

291-62-080 Items available to purchase from the canteen services will be only those items that support the program goals, such as personal hygiene products, boot polish, writing materials and approved religious articles. No food or tobacco items will be sold.

Other directives cross-references in this rule:

Rules:

- Classification (Inmate)
- Food Services Programs
- Hygiene, Grooming and Sanitation (Inmate)
- Personal Property (Inmate)
- Prohibited Inmate Conduct and Processing Disciplinary Actions
- Prison Term Modification
- Release of Public Information
- Short-term Transition Leave, Emergency Leaves and Supervised Trips

SELECTION PRIORITY SCALE

Prior to current incarceration:

1. Status was civilian, discharged, or probation: 28 points. Other status: 0 points.
2. No prior felony convictions: 18 points. One or more prior felony convictions: 0 points.
3. No prior incarcerations*: 12 points. One or more prior incarcerations: 0 points.
4. Current offense is drug or statutory: 10 points. Other current offense: 0 points.
5. Institution risk score under 65: 10 points. Institution risk score 65 or more: 0 points.

*Sentences of 90 days or more executed following a felony or misdemeanor conviction. Includes sentences which may have been avoided or delayed (escape, abscond, on bail pending appeal). Does not include confinement awaiting trial without an imposed sentence to time served, or confinements for observation only, or incarcerations over 10 years old if current supervision follows 10 years conviction free.

**OREGON SUMMIT
PROGRAM ELEMENTS**

COGNITIVE

BREAKING BARRIERS
COGNITIVE CHANGE CLASSES
COMMUNITY MEETINGS
CRIMINALITY CLASSES
DAILY EVALUATIONS
THE FRANKLIN REALITY MODEL
LEARNING EXPERIENCES
MEMORY ANCHORS AND MEMORIZATION
PAROLE READINESS CLASSES
PATHFINDERS
VISITOR COUNSELING

EDUCATION

ABE/GED PREPARATION
CHOIR
EDUCATION WELLNESS
JOSTEN'S COMPUTER LAB
PERSONAL WELLNESS
SOI TEST (STRUCTURE OF INTELLECT)
SPIRITUAL WELLNESS
TUTORING PEERS

A & D EDUCATION AND TREATMENT

AA/NA MEETINGS
A & D EDUCATION CLASSES
A & D THERAPY GROUPS (SMALL GROUPS)

MILITARY BEARING AND PHYSICAL TRAINING

ATHLETICS (GROUP SPORTS)
CONFIDENCE COURSE
DRILL AND CEREMONY
PHYSICAL TRAINING

WORK SQUADS

ON AND OFF-SITE WORK

OREGON SUMMIT CURRICULUM

WK	A & D	COGNITIVE	EDUCATION	PATHFINDERS	PERSONAL WELL.	SPIRITUAL WELL.	PAROLE READ.
1	A & D Overview – What is AA/NA? Define denial, anti-social, histrionic. 12 Steps of Recovery, Anchors for Cycle of Destruction.	1ST CLASS – No Class Zero Week 1 2ND CLASS – No Class Zero Week 1	Orientation	No Contact – Zero Week 1	Overview of Program Exercise Physiology	No Contact	No Contact – Zero Week 1
2	Costs of Drug Use – 12 Steps, Anchors. Begin 1–3 Steps, Video – “Second Half”, Boardwork: Dollar amount and social ramifications.	1ST CLASS – No Class Zero Week 2 2ND CLASS – No Class Zero Week 2	Writing Skills: SOI and Intake Testing: Intro. to Computers	No Contact – Zero Week 2	Health Risk Appraisals	Chaplain’s Orientation	No Contact – Zero Week 2
3	Defining the Key Concepts of Addiction: Review Anchors and 1–6 Steps, Video – “Disease: Prisoner of Addiction”, Jellinek’s Disease, Horseshoe Model	1ST CLASS – Criminality Overview: Criminal Continuum: Self-Centeredness & fear. 2ND CLASS – Criminality Overview, Power and Control, Concrete Thinking and Anger.	Math – (Fractions): VOC. Interests: Individ. GED STUDY – Math, Soc. S., Lit., Wr., Sci.	Breaking Barriers	Fitness Evaluations I	Spiritual Wellness Overview: World Religion Overview: Class Requirements	Preliminary identification of counties of parole, waiver information and out-of-state information.
4	Physiology I: Brain and Central Nervous System: Review Anchors and 1–6 Steps, Video – “A Matter of Balance”, Uppers, Downers, and All-Arounders.	1ST CLASS – Criminality Overview Convict Code, Criminal Tactics 2ND CLASS – Criminality Overview Introduction to Thinking Errors	Math – (Measurement): VOC. Interests: TELT: 1 – GED STUDY – Math. Soc. S., Lit., Wr., Sci.	Breaking Barriers	Health and the Body: What is Health?	Introduction to Hindu Religion: Hindu World Religion Handout: Assignment: Gandhi Handout	Creating Parole General Conditions, Mind Maps, and discussion of the meaning of Parole and Transition.
5	Physiology II: Brain and Central Nervous System: Review Anchors and 1–12 Steps, Effects of Drugs.	1ST CLASS – Bush Lesson 1 Homework 2ND CLASS – Bush Lesson 2 Homework	Soc. Stud. – (Bronze Age) Employ. Goals: TELT: 1 – GED STUDY – Math: Soc. S., Lit., Wr., Sci.: GED TEST WEEK	Breaking Barriers Franklin Reality Model	Neuro I: Epilepsy Tape	Gandhi Video	Continue from Week 4.
6	Denial: Review Anchors and 1–12 Steps, Video – “Straight Talk Early”, Discuss first four Steps of Recovery.	1ST CLASS – Bush Lesson 3 Homework 2ND CLASS – Bush Lesson 3 Alligator River	Literature & Soc. Sci.: Employ. Goals: SOI: 1 – GED STUDY – Math Soc. S., Lit., Wr., Sci.	Introduction to Pathfinders Teambuilding	Neuro II: Fetal Alcohol Syndrome	Gandhi Video/Reaction Papers	Leo Buerman video and artform exercise.
7	The Experience of Addiction: Video – “Straight Talk – Hitting Rock Bottom”, Hand out 1st Step: Powerlessness and Unmanageability, Discuss Results.	1ST CLASS – Bush Lesson 4 2ND CLASS – Bush Lesson 4 Continued and Homework	Soc. Studies (Cultures): Employ. Goals: SOI: 1 – GED STUDY – Math: Soc. S., Lit., Wr., Sci.	Teambuilding	Muscular/Skeletal Systems	Gandhi/Hinduism: Class Discussion: Hindu Art and Architecture	The Parole Officer – Parolee relationship, parolee responsibilities

OREGON SUMMIT CURRICULUM

WK	A & D	COGNITIVE	EDUCATION	PATHFINDERS	PERSONAL WELL.	SPIRITUAL WELL.	PAROLE READ.
8	Denial and Other Defenses: Video –	1ST CLASS – Bush Lesson 5	Writing: Career Planning:	Teambuilding	The Respiratory System	Introduction to Buddhism	Memory work on General
	"Wall of Denial", Blocking and	Review Thinking Errors	SOI:				Conditions of Parole.
	Obstruction Tactics/"Confess to Impress"	2ND CLASS – Lesson 5	1 – GED STUDY – Math.				
	Answer Questions on 1st Step.	Review Thinking Errors and Homework	Soc. S., Lit., Wr., Sci.				
9	The Twelve Steps Program: Video –	1ST CLASS – Bush Lesson 5	Math & Writing (Finance):	Teambuilding	The Circulatory System	Buddhist Art and Architecture	Continue from Week 8.
	"It Sure Beats Sitting in a Cell". Review	Review Homework	Career Planning: SOI: 1 – GED		Hypertension (BP's) screen	Art Project: Mandala	
	Blocking/Obstruction Tactics, Discuss	2ND CLASS – Lesson 6	STUDY – Math, Soc. S., Lit.,				
	Healthy Alternatives, Collect 1st Step.		Wr., Sci.: GED TEST WEEK				
10	Self Assessment I – Lifestyles and	1ST CLASS – Bush Review	Soc. Studies & Writing: Cert. &	Communication	Digestive System Nutrition I	Introduction to Novel	Samenow video tapes.
	Values: Feelings and Drugs – Introduce	Lessons 1 – 6	Training: SOI:			Siddhartha	
	Workbooks, Video – "Straight Talk –	2ND CLASS – Discussions/Role Plays.	1 – GED STUDY – Math.			Chapter Journal Assignment	
	Getting it Straight", Lecture, Homework.	Thinking Errors, Tactics and Masks	Soc. S., Lit., Wr., Sci.				
11	Self-Assessment II – Family, Friends	1ST CLASS – Discussions/Role Plays.	Soc. Studies & Writing: Cert. &	Communication	Diabetes Film: Risk Factors	Buddhism/Chapter Journals	Samenow video tapes.
	and Drugs. Video – "My Father's Son".	Thinking Errors, Tactics and Masks	Training: SOI: 1 – GED		and Screening Finger Sticks		
	Intro ACA (Dysfunctional Family).	2ND CLASS – Franklin Reality Practice	STUDY – Math, Soc. S., Lit.,				
			Wr., Sci.: GED TEST WEEK				
12	Self-Assessment III: Video –	1ST CLASS – Franklin Reality Practice	Soc. Studies: OR St. Emp. Office:	Stress Management	Nutrition II: Reading Labels.	Buddhism: Group Presentations	Video on success stories –
	"Shame and Addictions". Discuss "My		College: SOI: 1 – GED		Fat Calories		"Change Begins Now".
	Father's Son and Dysfunctional Family.	2ND CLASS – Bush Lesson 7	STUDY – Math, Soc. S., Lit.,				
	Continue work with workbook.		Wr., Sci.				
13	Self-Assessment IV: Self – Concept.	1ST CLASS – Bush Lesson 7	Soc. Studies: OR St. Emp. Office:	Stress Management	Fitness Evaluations II	Native American Tradition	Memory work on Parole Conditions
	Spirituality, Drugs, and Defenses (masks)	Homework and Review	SOI: 1 – GED STUDY – Math.			Guest Speakers.	
	Continue work with workbooks.	2ND CLASS – Lesson 8	Soc. S., Lit., Wr., Sci.:				
		Homework	GED TEST WEEK				
14	Recreational Use/Patterns of Chemical	1ST CLASS – Bush Lesson 8	Science (Geology): Resumes	Stress Management	Emergency Child Birth	Native American Tradition	Working the Franklin Reality
	Use: Wrap-up and hand in workbooks.	Homework and Review	and Cover Letters: SOI: 1 – GED		Fetal Development	Stories	Model. RE: parole principles
		2ND CLASS – Bush Lesson 9	STUDY – Math, Soc. S., Lit.,			Art and Architecture	
		Homework	Wr., Sci.				

OREGON SUMMIT CURRICULUM

WK	A & D	COGNITIVE	EDUCATION	PATHFINDERS	PERSONAL WELL.	SPIRITUAL WELL.	PAROLE READ.
15	Step-Work 1 -- 2nd, 3rd, 4th Steps. Video - "12 Steps - The Video".	1ST CLASS - Bush Lesson 9 Homework and Review 2ND CLASS - Bush Lesson 10	Writing & Social Sci.: Resumes and Cover Letters: SOI: 1 - GED STUDY - Math - Soc. S., Lit., Wr., Sci.: GED TEST WEEK	Anger Management	Parenting I: Overview of Child Growth and Development	Judaism (Handout and Overview) Speaker: Father Will	Community service goal - How to become "other centered".
16	Step-Work - Fourth Step: Hand out Fourth Step.	1ST CLASS - Bush Lesson 10 2ND CLASS - Bush Lesson 11	Science (Biology): Resumes and Cover Letters: SOI: 1 - GED STUDY - Math, Soc. S., Lit., Wr., Sci.	Anger Management	Parenting II: Children's Health First Aid Tape	Christianity Overview Video Brother Sun Sister Moon	Five after SUMMIT goals.
17	What is Recovery?: Hand out "Relapse Warning Signs", "Criminal Relapse Warning Signs".	1ST CLASS - Bush Lesson 11 2ND CLASS - Bush Lesson 11	Soc. Studies (Amer. History): Employ. Ads & Announcements: SOI: 1 - GED - Test - Math; Soc. S., Lit., Wr., Sci.: GED TEST	Anger Management	Parenting III: Child CPR Children's Health Emergencies	Christianity Class Discussion Bible as Sacred Book	Letters to Parole Officers - drafts.
18	Relapse Prevention I: Hand in 4th Step. Video - "Relapse, Recidivism and Recovery: Part I". Continue TX Plan. Relapse Prevention Plan.	1ST CLASS - Bush Lesson 11 2ND CLASS - Bush Lesson 11	Soc. Studies and Writing: Job Searching Process: SOI: 1 - GED STUDY - Math, Soc. S., Lit., Wr., Sci.	Problem Solving	Health Choices Risk Factors Dental Care	Liberation Theology Handout "World Religion" Class Discussion	Letters to Parole Officers - drafts.
19	Relapse Prevention II: Video - "Relapse". Give back 1st Step with comments.	1ST CLASS - Bush Lesson 12 2ND CLASS - Bush Lesson 12	Soc. Studies (Amer. History): Job Searching Skills: Parole Letters	Problem Solving	Reproductive Health: Methods of Birth Control	Liberation Theology Video: Romero Assignment	Finalize letters to Parole Officers. Determination of which inmates Dress Outs for Job Interviews.
20	Relapse Prevention III: Return 4th Step. Video - "The Gift". Turn in cont. TX Plans and Relapse Warning.	1ST CLASS - Bush Review to Date 2ND CLASS - Bush Review and Practice	Writing: Job Searching: SOI: 1 - GED STUDY - Math. Soc. S., Lit., Wr., Sci.	Motivation	Reproductive Health: Sexually Transmitted Diseases	Christian Art and Architecture	Release Planning Forms
21	Lifestyle I: Discuss Video.	1ST CLASS - Bush Lesson 13 2ND CLASS - Bush Lesson 13	Social Studies: Interview Process: SOI: 1 - GED STUDY - Math. Soc. S., Lit., Wr., Sci.: GED TEST WEEK	Values Clarification	HIV and AIDS I: Pre Test Attitudes Survey and Epidemiology	Islam: Handout "World Religion" Class Discussion	How do the SUMMIT Philosophy, Community Standards, and General Orders apply to parole?

OREGON SUMMIT CURRICULUM

WK	A & D	COGNITIVE	EDUCATION	PATHFINDERS	PERSONAL WELL.	SPIRITUAL WELL.	PAROLE READ.
22	Lifestyle II: Return cont TX Plans.	1ST CLASS - Franklin Reality Practice	Problem Solving Seminar;	Time Management	HIV and AIDS II:	Islam:	Transitional Leave -
			Interviewing Skills; Exit Testing;		Post Test	Koran	What is expected.
		2ND CLASS - Franklin Reality Practice	SOI: 1 - GED STUDY - Math.		Risk Factors and Prevention	Art and Architecture	
			Soc. S., Lit., Wr., Sci.				
23	Cont. TX Plan: Discuss and Review.	1ST CLASS - Criminal Relapse	Writing: Interviewing Skills:	Life Planning	The Oregon Health Plan	Human Relations	P.O. Office role plays.
	General Wrap-up, Role-Play any Problems.	Prevention	SOI: 1 - GED STUDY - Math.		Talking with Health Care Providers	Video: Anti-Bias Curriculum	
		2ND CLASS - Criminal Relapse	Soc. S., Lit., Wr., Sci.			Class Discussion	
		Prevention					
24	Relapse Prevention IV: Video - "Clean and Sober" (Part One).	1ST CLASS - Franklin Reality Practice	Literature & Arts; Interviewing	Life Planning	Individualized based upon needs of	Human Relations	Thinking reports, RE: parole
			Skills: SOI: 1 - GED STUDY -		Platoon	Video: A Class Divided	
		2ND CLASS - Franklin Reality Practice	Math, Soc. S., Lit., Wr., Sci.			Class Discussion	
25	Relapse Prevention V: Video - "Clean and Sober" (Part Two).	1ST CLASS - Criminal Relapse	Math and Social Stud.;	Job Skills	Health Reassessment and	World Religion	Continue from Week 24, sign
		Prevention	Interviewing Skills; SOI:		Fitness Evaluation	Insights and Evaluations	Transitional Leave forms.
		2ND CLASS - Criminal Relapse	1 - GED STUDY - Math;				
		Prevention	Soc.S., Lit., Wr., Sci.; GED TEST				
26	Graduation: No classes.	1ST CLASS - Graduation	Complete Assignments	Job Skills	Graduation	Graduation	Complete Pre-Graduation survey.
		2ND CLASS - Graduation					

REVISED 12/08/94

(OREGON SUMMIT) CURRICULUM

Distribute: All Staff

OREGON SUMMIT PROGRAM – SCHEDULE

TIME	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
5:30AM	REVEILLE AND STANDING COUNT						
5:45AM	PHYSICAL TRAINING AND RUN						
6:45AM	BREAKFAST/BAY CLEANUP/LOCKER INSP.				6:00–6:45 GP BREAKFAST 6:45–7:15 SUMMIT BREAKFAST		
7:45AM	COMPANY FORMATION/STANDING COUNT/FLAG RAISING						
8:00AM	8:00AM–11:00AM PROGRAM TIME	WORK OR PROGRAM MON–FRI				8:00AM–11:00AM PROGRAM TIME	
11:30AM	10:45–11:25 GP LUNCH 11:00–11:30 SUMMIT HYGIENE 11:30–12:00 SUMMIT LUNCH	LUNCH/DRILL	10:45–11:25 GP LUNCH 11:30–12:00 SUMMIT LUNCH 12:00–12:30 SUMMIT HYGIENE		10:45–11:25 GP LUNCH 11:00–11:30 SUMMIT HYGIENE 11:30–12:00 SUMMIT LUNCH		
12:30PM	12 NOON–3:30PM PROGRAM TIME	WORK OR PROGRAM MON–FRI				12 NOON–3:30PM PROGRAM TIME	
3:30PM	RETURN TO SQUAD BAY/SHOWERS (AS NEEDED FOR WORK CREWS)						
4:00PM	COMMUNITY MEETING						
5:00PM	COMPANY FORMATION/STANDING COUNT/FLAG LOWERING						
5:15PM	DINNER/DRILL				4:30–5:15 GP DINNER 5:15–5:45 SUMMIT DINNER		
6:00PM	EVENING PROGRAMS						
9:00PM	RETURN TO SQUAD BAY/DI TIME/SHOWERS/TELEPHONE CALLS						
9:30PM	LIGHTS OUT/TAPS						

NOTE: ALL ACTIVITIES ARE TO BEGIN ON TIME. ACTIVITIES WILL END WITH SUFFICIENT TIME FOR MOVEMENT TO THE NEXT ACTIVITY.

Effective: 04/21/94 (THURS)

Please destroy old schedules and replace with this one.

(SCHEDULES) a:\sumsched

OREGON SUMMIT SCHEDULE

ZERO WEEK #1

	REVEILLE -----					
8:00 AM – 5:00 PM	5:45 AM – 6:30 AM PHYSICAL TRAINING AND RUN -----					
MON	6:30 AM – 8:00 AM BREAKFAST/BAY CLEANUP/LOCKER INSPECTIONS -----					
	TUES	WED	THURS	FRI	SAT	SUN
Preparation Arrival	8–10am: Intro D&C Clothing Issue Property Inventory 10 – 10:30:Supt. Time 10:30 – 11:15 Program Mgr.'s Time Bldg. 10	8:00 – 11:15 AM Drill and Ceremony Property Inventory Clothing Issue	8:00 – 11:15 AM Drill and Ceremony Property Inventory Clothing Issue	8 – 10 am: D & C 10:00 am – Initial Canteen Buy Bldg 10 Wilkerson 10:45 – 11:15 am Letters to Supt. (All inmates Male & Femal in mens dorm) Dorm Duval	8:00 – 8:30 AM Choir Overview CH5 Aakre 8:30 – 11:15 AM LEC Introduction Evaluations Overview Hiller Bldg 10	8:00 – 11:15 AM Drill and Ceremony Inspections
Lunch	11:15 AM – 11:30 AM DRILL AND HYGIENE ----- 11:30 AM – 12:30 PM LUNCH/DRILL ----- 12:30 PM – 2:30 PM				11:15 – 12:00 PM LUNCH/HYGIENE 12:00 NOON – 3:30 PM	
	Counseling Intake Bldg10 All Prg Staff	Decision Making Skills Bldg. 10 Hiller	General Orders Philosophy Community Standards Bldg. 10 Duval	Community Meeting Entire Run Through Bldg. 10 Hiller	Small Groups Established Mind Maps Bldg 10 Hiller	12:00 – 1:30 PM Personal Wellness CH5 K–Schliecher 2:00 – 3:30 PM
Processing	2:30 PM – 3:30 PM PHYSICAL TRAINING AND RUN -----				Spiritual Wellness	
Hair Cuts	3:30 PM – 4:00 PM SHOWERS -----				Overview	
Property Inv.	4:00 PM – 5:15 PM				Bldg 10 Chaplain	
Clothing Issue	Introduction to Community Mtgs Admin. Conf Hiller	Community Mtg Elements Admin Conf. Hiller	Community Meeting Elements Admin Conf. Hiller	Clearing Elements/ Clearing Role Play Admin Conf. Hiller	Clearing Admin Conf. Hiller	Community Meeting Admin Conf. Oleson
5:15 PM – 5:50 PM DINNER/DRILL -----						
6:00 PM – 9:00 PM						
Squad Bay	Squad Bay Procedures MSDS Dorm	Squad Bay Procedures Dorm	A&D Overview 12 Steps CH5 Christy	Education Overview CH5 Giles	Community Officer Time Dorm	Pathfinders Overview BLDG 10 Scott
9:00 PM RETURN TO SQUAD BAY/9:30 PM LIGHTS OUT/TAPS -----						

CC ALL STAFF
EFFECTIVE 03/19/95
Revised 03/17/1995

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(ZERO WEEKS) A:ZEROWK1

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OREGON SUMMIT SCHEDULE

ZERO WEEK #2

5:30 AM – 5:45 AM REVEILLE AND STANDING COUNT -----						
5:45 AM – 6:45 AM PHYSICAL TRAINING AND RUN -----						
6:45 AM – 8:00 AM BREAKFAST/BAY CLEANUP/LOCKER INSPECTIONS -----						
8:00 AM – 11:15 AM						
MON	TUES	WED	THURS	FRI	SAT	SUN
First Aid – CH5 SOI – BLDG 32 Ed. Test – CH4 Jostens – Lab	First Aid – CH5 SOI – BLDG 32 Ed. Test – CH4 Jostens – Lab	First Aid – CH5 SOI – BLDG 32 Ed. Test – CH4 Jostens – Lab	First Aid – CH5 SOI – BLDG 32 Ed. Test – CH4 Jostens – Lab	Visiting Policy Cognitive Overview CH5 Hiller	Begin Regular Schedule	
11:15 AM – 11:45 AM DRILL/HYGIENE -----				11:15 AM LUNCH		
11:45 AM – 12:15 PM LUNCH/DRILL -----						
12:15 PM – 2:30 PM				12:00 – 2:30 PM		
Drill and Ceremony	Drill and Ceremony	Drill and Ceremony	Drill and Ceremony Issue Boots & Work Rain Gear	Captain's Drill 3:00 – 5:00 PM Community Time Zero Week Wrap-Up Admin. Conf.	Begin Regular Schedule	
3:00 PM – 5:00 PM -----						
2:30 PM – 3:30 PM PHYSICAL TRAINING AND RUN -----						
3:30 PM – 4:00 PM SHOWERS -----						
4:00 PM – 5:15 PM COMMUNITY MEETING -----						
5:15 PM – 5:50 PM DINNER/DRILL -----						
				JOIN COMPANY FORMATION		
6:00 PM – 9:00 PM						
EDUCATION CH5	Education – CH5 (bump GP Choir to CH4).	Safety – CH5 ANDERSON	Education – CH5	Work Crew Orientation – CH5 SCHLIECHER	Begin Regular Schedule	
9:00 PM – 9:30 PM RETURN TO SQUAD BAY/DI TIME/LIGHTS OUT/TAPS -----						

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OREGON SUMMIT WEEKLY SCHEDULE

PLATOON 4	SUN	MON	TUES	WED	THURS	FRI	SAT
8:00 am – 9:30 am	D&C	Cognitive A/B – CH3 C/D – CH4	Work	Cognitive A/B – CH3 C/D – CH4	Work	Work	DI Time/ Choir CH5
9:30 am – 11:00 am	D&C	Education A/B – JOSTENS C/D – Bldg. 32	Work	Education ** A/B – Bldg. 32 C/D – JOSTENS	Work	Work	DI Time/ Choir CH5
12:30 pm – 2:00 pm (SAT & SUN – 12a – 1:30 pm)	Visiting Bldg. 10 Athletics	Education A/B – Bldg. 32 C/D – JOSTENS	Work	A&D Process Grps. A – CH1 B – CH2 PAROLE C/D – CH5	Work	Work	Personal Wellness CH5
2:00 pm – 3:30 pm	Visiting Bldg. 10 Athletics	Pathfinders A/B – CH3 C/D – CH4	Work	A&D Process Grps. C – CH1 D – CH2 PAROLE A/B – CH5	Work	Work	Spiritual Wellness See Spiritual Wellness Schedule
6:00pm – 7:30pm	AA/NA Admin. Conference	Pathfinders A/B – CH3 C/D – CH4	Education A/B – JOSTENS C/D – Bldg. 32	Pathfinders A/B – CH3 C/D – CH4	Education A/B – JOSTENS C/D – Bldg. 32	AA/NA Admin. Conference	A&D Education A/B – CH3 C/D – CH4
7:30pm – 9:00pm	Education CH5	Pathfinders A/B – CH3 C/D – CH4	Education A/B – Bldg. 32 C/D – JOSTENS	Pathfinders A/B – CH3 C/D – CH4	Education A/B – Bldg. 32 C/D – JOSTENS	Pathfinders A/B – CH3 C/D – CH4	Education ALT – CH5, Bldg. 32, JOSTENS

** A/B & C/D sections switch location on even numbered evaluation weeks.

PLATOON 5	SUN	MON	TUES	WED	THURS	FRI	SAT
8:00 am – 9:30 am	D & C	Work	Cognitive A/B CH3 C/D CH4	Work	Work	Cognitive A/B – CH 3 C/D – CH4	DI Time/ Choir CH5
9:30 am – 11:00 am	D & C	Work	Education ** A/B – Bldg. 32 C/D – JOSTENS	Work	Work	Education CH5	DI Time/ Choir CH5
12:30 pm – 2 pm. (SAT & SUN – 12N – 1:20 pm)	Spiritual Wellness See Spiritual Wellness Schedule	Work	A&D Process Grps. A – CH1 B – CH2 PAROLE C/D – CH5	Work	Work	Pathfinders A/B – CH3 C/D – CH4	Visiting/ Athletics Bldg. 10
2:00 pm – 3:30 pm	Personal Wellness CH5	Work	A&D Process Grps. C – CH1 D – CH2 PAROLE A/B – CH5	Work	Work	Pathfinders A/B – CH3 C/D – CH4	Visiting/ Athletics Bldg. 10
6:00pm – 7:30pm	A&D Education A/B – CH3 C/D – CH4	Education A/B – JOSTENS C/D – Bldg. 32	Pathfinders A/B – Admin. Conf. C/D – Bldg. 10	Education A/B – JOSTENS C/D – Bldg. 32	Pathfinders A/B – CH3 C/D – CH4	Education A/B – JOSTENS C/D – Bldg. 32	Education CH5
7:30pm – 9:00pm	AA/NA Admin. Conference	Education A/B – Bldg. 32 C/D – JOSTENS	Pathfinders A/B – Admin. Conf. C/D – Bldg. 10	Education A/B – Bldg. 32 C/D – JOSTENS	Pathfinders A/B – CH3 C/D – CH4	AA/NA Admin. Conference	Education ALT – CH5, Bldg. 32, JOSTENS

PLATOON 6	SUN	MON	TUES	WED	THURS	FRI	SAT
8:00 am – 9:30 am	D&C	Work	Education A/B – JOSTENS C/D – Bldg. 32	Work	Cognitive A/B – CH3 C/D – CH4	Work	DI Time/ Choir CH5
9:30 am – 11:00 am	D&C	Work	Cognitive A/B – CH3 C/D – CH4	Work	Pathfinders A/B – CH3 C/D – CH4	Work	DI Time/ Choir CH5
12:30 pm – 2:00 pm (SAT & SUN – 12N – 1:30 pm)	Personal Wellness CH5	Work	Education A/B – JOSTENS C/D – Bldg. 32	Work	A&D Process Grps. A – CH3 B – CH4 PAROLE C/D – CH5	Work	Visiting Bldg. 10
2:00 pm – 3:30 pm	Spiritual Wellness See Spiritual Wellness Schedule	Work	Education A/B – Bldg. 32 C/D – JOSTENS	Work	A&D Process Grps. C – CH3 D – CH4 PAROLE A/B – CH5	Work	Visiting Bldg. 10 Athletics
6:00pm – 7:30pm	Education A/B – JOSTENS C/D – Bldg. 32	Education CH5	Pathfinders A/B – CH3 C/D – CH4	AA/NA Admin. Conference	Pathfinders A/B – Admin. Confer. C/D – Bldg. 10	Pathfinders A/B – CH3 C/D – CH4	Education A/B – Bldg. 32 C/D – JOSTENS
7:30pm – 9:00pm	Education A/B – Bldg. 32 C/D – JOSTENS	AA/NA Admin. Conference	Pathfinders A/B – CH3 C/D – CH4	Pathfinders A/B – Admin. Confer. C/D – Bldg. 10	Education CH5	Education A/B – Bldg. 32 C/D – JOSTENS	A&D Education A/B – CH3 C/D – CH4

** A/B & C/D sections switch location on even numbered evaluation weeks.

Effective: 03/19/95

cc: Department Heads (share as needed)

(SCHEDULES)A: WEEKLY SC

Red Book

OIC

DI's

Community Officers

Chaplain

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Revised 3/17/1995

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PLATOON TIME LINES

ONE WEEK BEFORE PLATOON ARRIVES	<p>Program Manager calendars timeline activities including Red Hat Review</p> <p>Exec. Support Spec. prepares prelim. inmate listing, copies intake forms and makes memory work packets.</p> <p>Program Manager distributes Zero Week schedules</p>
ZERO WEEK 1	<p>Office Spec. II completes file screens for Victim Notifiers, Detainers, Warrants, etc.</p> <p>Program Mgr. Facilitates Supt. Letters – Friday (forward to Supt. with inmate pictures attached)</p> <p>Program Manager creates and distrib. new program schedule including new platoon</p> <p>Exec. Support Spec. provides packet of memory work to be delivered with canteen, including: General Orders, Philosophy, Community Standards, Five Steps, Twelve Steps</p>
ZERO WEEK 2	<p>Captain's Drill – Friday</p> <p>Operations Captain gives out Guidon, Green Hats – Friday after Captain's Drill</p> <p>Inmates join company formation – Friday, after Captain's Drill</p> <p>Begin wearing white shirts, ties, khakis, boots – Friday, after Captain's Drill</p> <p>Counselor distrib. photocopies of Prompt. Cards to inmates at Comm. Mtg. – Monday</p> <p>Office Spec. II completes file screens and distributes inmate info. to Exec. Staff</p>
WEEK 3	<p>Counselor takes "After" pictures taken of Platoon members</p> <p>Records officer sends Victim Notifiers out</p> <p>Regular schedule of Programming begins</p>
WEEK 4	
WEEK 5	<p>Counselors supply inmates with Social Security Card Forms</p> <p>DI's distribute C.T.T. forms</p>
WEEK 6	<p>Counselor sends information packets (personal history forms, release addresses and master list of all platoon members and proposed counties of release) to Parole Officers</p> <p>Operations Captain begins Streamer Awards</p> <p>A&D Mast Tests begin</p>
WEEK 7	<p>Counselor send out social security card, birth certificate and drivers license forms</p>
WEEK 8	
WEEK 9	<p>Counselor stops the use of prompt cards in Community Meetings</p> <p>Counselor provides list of Inmates with city, county and state to A&D for "Bridging the Gap"</p>
WEEK 10	<p>Red Hat Review</p> <p>DI's Test inmates on C.T.T.'s</p> <p>Counselor creates new Color Groups and Mind Maps</p> <p>A&D mails "Bridging the Gap" info. to AA</p>

PLATOON TIME LINES

WEEK 11	Operations Captain gives Red Hats out Counselor starts Confrontation Groups
WEEK 12	
WEEK 13	
WEEK 14	
WEEK 15	
WEEK 16	Counselor finalizes parole plans (address, subsidy, etc.)
WEEK 17	Records checks for new Warrants and Detainers A&D develops prelim. Aftercare recommendations, transitional leave and parole conditions for Gold Hat Review Platoon Members begin drafting letters to Parole Officers DI's test inmates on C.T.T.S. – Inmates scoring less than 90% on any element, refer to LEC
WEEK 18	Gold Hat Review Platoon members begin to finalize letters to P.O.'s Counselor creates new Color Groups and Mind Maps
WEEK 19	Platoon members finalize and sign letters to P.O.'s Operations Captain gives Gold Hats out Records prepares MIO Notifiers Counselor reviews Program Files – lists those inmates who have not yet had an LE – refers & determines LE assignments for those who haven't been to LEC
WEEK 20	Counselor sends preliminary parole packets (proposed release plan with aftercare proposals and proposed TL and Parole Conditions and inmate letters to Parole Officers. Counselor and A&D begin conference calls to Parole Officers Records sends MIO Notifiers out
WEEK 21	Counselor and A&D continue conference calls with P.O.s DI's test on CTT's – Inmates with less than 90% on any element, refer to SC
WEEK 22	Counselor and A&D continue conference calls with P.O.s
WEEK 23	DI's assist Platoon to devise and practice Graduation Drill – (obtain approval for Drill from Program Manager and Operations Captain) Counselors and A&D complete conference calls with P.O.s Counselor provides Graduation Guest Request forms to Inmates
WEEK 24	Platoon members turn in Graduation Guest Request forms to Counselor; Counselor forwards forms to Exec. Support Specialist to send out invites A&D schedules first appts. for aftercare for inmates and verifies "Bridging the Gap" in place Counselor prepares final Release Planning forms and forwards to Program Manager for review Exec. Support Specialist sends out Graduation Invitations Program Manager requests awards nominees from A&D, Education, DIs, Pathfinds and Work Squads

PLATOON TIME LINES

WEEK 25	<p>Exec. Support Spec. orders Graduation Certificates. Pathfinders create Pathfinders & Breaking Barriers certificates</p> <p>A&D prepares NA & AA books to be given out at Graduation</p> <p>A&D completes A&D releases, Con't Treatment Plans and Relapse Prevention Plans – by Friday</p> <p>Records checks for new detainees and warrants</p> <p>Counselor finalizes Transitional Leave Forms and Parole Conditions and forwards to Program Manager for review and signature</p> <p>Counselor sends Parole Conditions to the Parole Board</p> <p>User Support Analyst runs SUMMIT query for valedictorian</p> <p>Receive Award nominees from A&D, Educator, DIs, Pathfinders and Work Squads</p>
WEEK 26	<p>Counselor mails out Transitional Leave Forms/cover letters, A&D Releases, Continuing Treatment Plan and Relapse Prevention Plan to P.O.s</p> <p>Counselor has Platoon members complete Pre-Graduation survey during final Parole Readiness class</p> <p>Program Manager takes Platoon graduation picture</p> <p>Program Manager has Platoon members vote for Community Spirit Award – 3 days prior to Graduation</p> <p>Practice Graduation Ceremony – 10:30 a.m., Graduation Day</p> <p>Program Manager has inmates sign Guidon Flag – evening before Graduation</p> <p>Program Manager has inmates choose Future Direction – evening before Graduation</p> <p>Program Manager has inmates write final Superintendent's letters – 10:00 a.m., morning of Graduation</p> <p>Graduation – 1 p.m.</p> <p>A&D sends releases to Aftercare Providers</p>
WEEK 27	<p>Counselor visits selected Parole Offices – during week following Graduation</p> <p>A&D makes initial follow-up calls to Aftercare Providers – 2nd to 5th day after graduation</p>
WEEK 28	<p>A&D provides written report on Initial Follow-Up Calls to Program Services Manager</p>
WEEK 29	<p>A&D makes Aftercare Calls to P.O.s and Aftercare Providers in cooperation with Counselor</p> <p>Written report to Program Services Manager by end of week</p>
WEEK 30	<p>End of Transitional Leave</p>

Modifications are to be submitted to the Program Manager's office, as needed.

Revised: 02/15/95

(ORE SUMMIT PLATOONS) A:\TIMELNP3.WK1

cc: ALL STAFF

Oregon SUMMIT

Cognitive Change

The basic premise of Cognitive Change is that **THINKING DETERMINES BEHAVIOR**. How we think, including our beliefs and attitudes, determines how we behave.

Through research and experience, Drs. Samenow and Yochelson have identified that there are certain patterns of thinking -- called **THINKING ERRORS** -- which are common in the thinking of criminals.

The goals of the Cognitive Change Program at the Oregon SUMMIT are to hold offenders accountable by identifying and addressing their Thinking Errors, and teaching them the skills needed to intervene and overcome these unhealthy thinking patterns which have resulted in socially unacceptable behaviors. The offenders learn personal accountability for their behavior -- that their criminal behavior is a result of the choices they have made, rather than due to outside influences, abuse or chance. They learn that they have the ability to change if they desire to do so. And lastly, they learn that changes which are lasting are due to self-change, not due to compliance or force, placing the responsibility for change on themselves.

The methods we use to achieve pro-social Cognitive Change are a combination of Cognitive Restructuring (understanding and overcoming errors in thinking) and Cognitive Skills (learning new ways to deal with problems, emotions and stresses).

The boot camp experience is meant to be intense. We only have 6 months to bring inmates from resistance, to acceptance, to compliance, to understanding, and then to achieving and practicing pro-social self-change.

Cognitive Change permeates our program. In 16 hour days, the inmates participate in the following Cognitive elements:

BREAKING BARRIERS: Former criminal Gordon Graham's effective program which invites offenders to embrace change, to see that change is possible; and to break down the barriers keeping them from successful living.

THE FRANKLIN REALITY MODEL: An easily understood means to identify beliefs which do not work for us in the long term.

PATHFINDERS: Dr. Merry Hansen's 200 hour program of hands-on, active learning of cognitive skills including; Team Building; Communication; Stress, Anger and Time Management; Problem Solving; Values; Motivation; Life Planning; and Employment Skills.

SUMMIT PHILOSOPHY

THE OREGON SUMMIT IS:

A POSITIVE COMMUNITY, VALUING EACH MEMBER AS CAPABLE OF CHANGE AND WORTHY OF DIGNITY AND RESPECT.

AN OPPORTUNITY FOR STAFF AND OFFENDERS TO WORK TOGETHER AS A TEAM TO BUILD MATURE, RESPONSIBLE CITIZENS.

AN INTENSE TIME FOR COMMUNITY MEMBERS TO FOCUS ON BEHAVIORAL CHANGE AND TO CONFRONT ATTITUDES WHICH ARE DESTRUCTIVE TO MEMBERS AND TO SOCIETY.

A PLACE TO SET GOALS AND PRACTICE NEW BEHAVIORS WHICH LEAD TO SUCCESSFUL LIVING.

A CHALLENGE; DEMANDING INDIVIDUAL EFFORT AND DETERMINATION, AND REQUIRING TEAMWORK, COMMITMENT AND PARTICIPATION FROM ALL COMMUNITY MEMBERS.

A DISCIPLINED LIFE STYLE, LEADING TO ACCOMPLISHMENTS WHICH RAISE INDIVIDUAL SELF-ESTEEM AND COMMUNITY PRIDE.

A PLACE WHERE WHAT WE BELIEVE AND SAY, IS WHAT WE DO.

A CHANCE TO CHANGE, TO CONFRONT MISTAKES AND TO ACCEPT RESPONSIBILITY FOR OUR LIVES.

COMMUNITY STANDARDS

THE SUMMIT PROGRAM WORKS WHEN MEMBERS:

- A. SUPPORT OUR PURPOSE, RULES, GOALS AND ACTIVITIES.
 - 1. MEMBERS ABIDE BY BOTH RULES OF THE PROGRAM AND INSTITUTION.
- B. SPEAK AND ACT SUPPORTIVELY.
- C. ACKNOWLEDGE OTHERS, DEMONSTRATE RESPECT, CARE AND CONCERN.
 - 1. ACKNOWLEDGE WHATEVER IS BEING COMMUNICATED AS TRUE FOR THE SPEAKER AT THE MOMENT.
- D. FULFILL OUR CONTRACTS AND KEEP OUR AGREEMENTS.
 - 1. MAKE ONLY AGREEMENTS THAT WE ARE WILLING AND INTEND TO KEEP.
 - 2. COMMUNICATE ANY POTENTIAL BROKEN AGREEMENT AT THE FIRST APPROPRIATE OPPORTUNITY.
 - 3. CLEAR UP ANY BROKEN AGREEMENT AT THE FIRST APPROPRIATE OPPORTUNITY.
- E. COMMUNICATE ANY PROBLEMS AT THE FIRST APPROPRIATE OPPORTUNITY TO THE PERSON WHO CAN DO SOMETHING ABOUT IT.
- F. ARE EFFECTIVE AND EFFICIENT.
 - 1. OPTIMIZE EVERY EVENT, DO MORE WITH LESS.
- G. HAVE THE WILLINGNESS TO WIN AND TO ALLOW OTHERS TO WIN (WIN/WIN).
- H. FOCUS ON WHAT WORKS (BEHAVIORAL CHANGE).
 - 1. CHANGE WHAT NEEDS TO BE CHANGED.
 - 2. ACCEPT WHAT CAN'T BE CHANGED.
- I. AGREE TO AGREE, WORK FOR RESOLUTION.
 - 1. WHEN IN DOUBT, CHECK FEELING TONE.

SUMMIT
GENERAL ORDERS

1. I WILL FOLLOW ALL ORDERS, GIVEN BY ALL STAFF AT ALL TIMES.
2. I WILL REFRAIN FROM VIOLENCE AND WILL NOT HARASS, INTIMIDATE OR THREATEN OTHERS.
3. I WILL NOT USE DRUGS AND/OR ALCOHOL.
4. I WILL TELL THE TRUTH WITH COMPASSION.
5. I WILL SPEAK AND ACT WITH GOOD PURPOSE.
6. I WILL TREAT MYSELF AND OTHERS WITH DIGNITY AND RESPECT.
7. I WILL ADHERE TO THE PHILOSOPHY OF THE OREGON SUMMIT PROGRAM.
8. I WILL MAINTAIN A POSITIVE ATTITUDE AT ALL TIMES..
9. I WILL MAINTAIN A MILITARY BEARING AT ALL TIMES.
10. I WILL REMAIN ALERT AND PARTICIPATE IN THE OREGON SUMMIT PROGRAM AT ALL TIMES.

EVALUATIONS

RESPECT: (Applies to Staff and Peer Group.) Is courteous and polite, speaks positively and has positive regard for others. Uses proper titles when addressing staff; uses "Mr." when addressing a peer. No ethnic slurs. Confronts peers without vulgarity. Should maintain this demeanor in the presence of all staff.

POSITIVE EFFORT: Actively participates, is enthusiastic, concentrates on the task at hand, accepts new challenges, Serious attempt to complete tasks.

COOPERATION: Participates ACTIVELY in all platoon functions including clean-up, recreation, and all other tasks. Assists peers. Works well with both staff and peers.

FOLLOWS INSTRUCTIONS: Follows orders promptly and without argument and/or justification. Abides by all rules and regulations.

ACCEPTS CRITICISM: Accepts positive and negative criticism and does not react to criticism by becoming surly, bad-tempered or withdrawn. Accepts critical comments as a guide to improved behavior and improved motivation. Negative reactions may include, (but are not limited to) hissing, negative physical gesturing, head and/or eye rolling, scowling, etc.

PROGRAM PROGRESS: Learns new skills, sets new goals of achievement, shows motivation, sounds off at appropriate times, shows pride in self, platoon, and company.

TIME MANAGEMENT: Is punctual, carries out program requirements within allotted time frame. Uses time constructively. Prioritizes tasks (program goals) in terms of importance.

NEAT AND CLEAN: Person and living area kept neat and clean at all times. Maintenance of personal hygiene (includes proper dress - shirttail in, shoes tied, cap on head when outside, clean shaven, showered). Also, includes maintenance of living area (bed properly made, personal property organized according to SUMMIT standards, dorm living space is neat and clean).

MILITARY BEARING: Speaks and acts using military form and military courtesy, reports as instructed, stands at attention, speaks only when appropriate, follows orders of the particular military position, carries out commands upon order (does not anticipate the command), functions as a part of the unit (platoon) to help create a cohesive whole. Executes drill maneuvers as instructed, performs stationary movements from the "halt" properly, performs facing movements from the "halt" properly, performs all movements from the marching mode properly. This includes ALL MOVEMENT throughout the facility.

PHYSICAL TRAINING: Performs exercises in the proper manner, completes the drill or set of exercises required. Required to demonstrate knowledge of starting positions, positions, count, cadence & performance of all exercises.

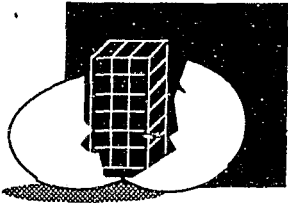
POSITIVE ATTITUDE: Displays a positive attitude towards all phases of the SUMMIT Program. Displays a positive attitude when given orders and directions by staff members. Displays a positive attitude towards all work assignments given. Displays a positive attitude when faced with a negative situation created by peers. Demonstrates a willingness to learn and sincere effort to show progress throughout the program. Does not give up, will not quit. Displays commitment to task. Continually strives to improve and succeed on a personal level.

SAFETY PRACTICES: Follows rules of safety as explained by staff, wears appropriate equipment at all times.

STUDY HABITS: Works at a steady pace, completes work on time.

TREATMENT COMPREHENSION: Demonstrates understanding of AA and NA principles.

PERSONAL GROWTH: Individual learns from mistakes. Increase in ability to communicate effectively (speaking and listening). Lives by Summit Community Standards. Willing to accept new concepts and risk behaving differently (from participant's past behavior). Willing to change rather than quit on self and others in the program. Accepts consequences of behavior. Continually strives to improve and succeed on a personal level.



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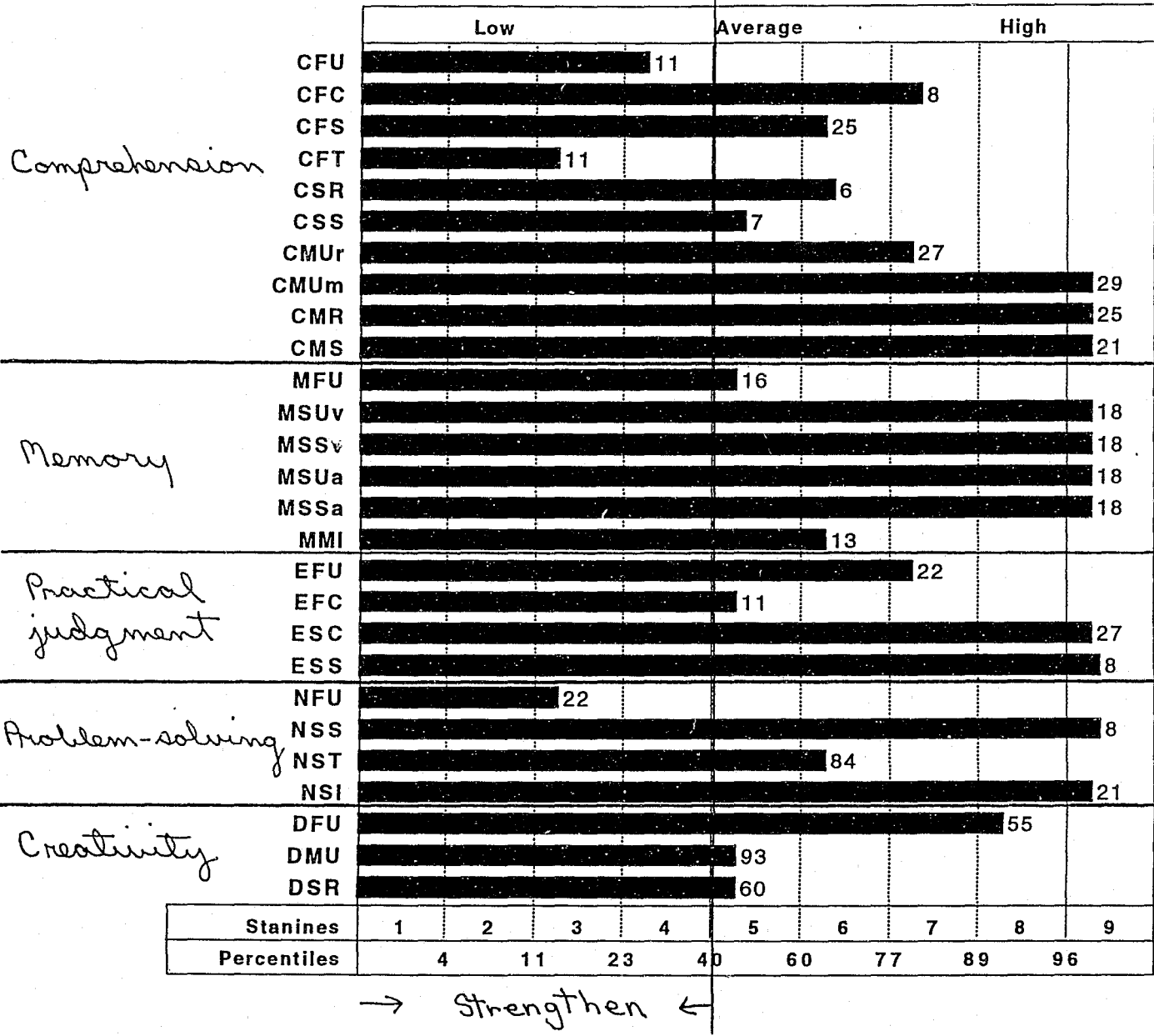
45755 Goodpasture Rd.
Vida, OR 97488

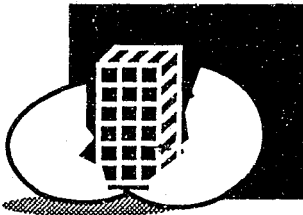
Sample, J
2/10/95

503-896-3936

ID: - College

The graph below shows your intellectual profile of the twenty-six different abilities that were included in the SOI test that you took. Each of these tests is defined in the accompanying material. Each of these tests represents a specific intellectual ability that can be trained and improved, if need be.





SOI SYSTEMS

A Division of M & M Systems

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PERSONAL CAREER EVALUATION

Introduction

The Individual SOI Computer Analysis is a report of diagnostic information derived from the SOI-LA Career tests. It is used for career counseling and planning by psychologists and counselors in schools, industry, and corrections.

The format of your **computer report** is intentionally non-technical.

Technical considerations are often necessary, however, so to serve these needs, we provide the information on this general cover sheet as a supplement for interpreting the report technically.

Stanines

All graphs are divided into stanines; stanines are standard scores. Stanine 5 is *average*; stanine 1 is the *lowest*, and stanine 9 is the *highest*. By combining stanines from the subtests we can give you even more information.

Thinking Styles

Spatial-Figural thinkers score *high* on these subtests:*

CFU, EFU, CFC, EFC, MFU, CFS, CFT, DFU, NFU

Abstract-Symbolic thinkers score *high* on these subtests:*

MSUv, MSSv, MSUa, MSSa, MSI, CSS,
NSS, ESS, ESC, CSR, NSI, DSR, NST

Verbal-seMantic thinkers score *high* on these subtests:*

CMU, CMR, CMS, DMU, MMI

Performance Information

Comprehension: CFU, CFC, CFS, CFT, CSR, CSS, CMU, CMR, CMS

Memory: MSUv, MSSv, MSUa, MSI, MSSa, MFU, MMI

Problem-solving: NFU, NSS, NST, NSI

Evaluation (critical thinking): EFU, EFC, ESC, ESS

Creativity: DFU, DSR, DMU

* See inside for definitions of subtests; all tests are not on all test forms. Copyright Mary Meeker 1989,1991

WHAT YOUR SOI CAREER TEST SCORES MEAN:

ABILITY		A HIGH SCORE: Stanine 7, 8, or 9 indicates ...	A LOW SCORE: Stanine 1, 2, or 3 indicates ...
COMPREHENSION	CFU	You can coordinate small objects and visual details without visual stress. <i>(Consider graphic design, piloting, photography, dentistry, or data entry.)</i>	You may be unable to sustain reading related activities requiring visual focusing. May have undue visual strain. If other abilities are adequate, a functional vision examination should be made.*
	CFC	You can easily comprehend and organize classification schemes and concepts well. <i>(Consider library science, clerical, filing, or the sciences.)</i>	You may be less efficient at jobs requiring classifying or coding information.*
	CFS	You can learn and comprehend spatial systems easily. <i>(Consider engineering, sciences, computer sciences, or architecture.)</i>	You may not easily master jobs depending on use of spatial systems.*
	CFT	You can comprehend objects in space and shapes from any perspective <i>(Highly trainable for technology, electronics, science, math, and design.)</i>	You may have difficulty in jobs requiring spatial relations or advanced math.*
	CSR	You can make conceptual leaps using abstract relations. Good at details on jobs where there is ambiguity. <i>(Consider sciences, theoretical interests, or computers.)</i>	You may have difficulty with theoretical data where relations in highly abstract information* must be discovered or searched out.
	CSS	You work well with arithmetic and tasks requiring concentration, but become bored with repetitive work. <i>(Consider accounting, banking, bookkeeping, cashiering, or clerical.)</i>	You would not be efficient in jobs where rote arithmetic skills are required.*
	CMU R	You communicate and work with verbal ideas. <i>(Consider jobs where you process verbal information.)</i>	Low vocabulary precludes jobs requiring high verbal/semantic information.
	CMU M	You have good math concepts. <i>(Consider jobs using mathematics.)</i>	You have not developed math concepts even though your calculation skills may be good.
	CMR	You have rapid comprehension and good communication of ideas and abstract thinking. <i>(Consider sales, teaching, or public relations.)</i>	You may not like jobs which require verbal abstractions.
	CMS	You understand the syntax of interrelated verbal systems. Can follow directions easily. <i>(Consider professions in verbal communication.)</i>	You learn better under people who are patient, as you need explanation and repetition to follow orders.*
MEMORY	MFU	You remember incidental information when not specifically concentrating on it. <i>(Consider, flying, navigation, printing and layout, nursing, medical lab work, and detailed work.)</i>	Your attention to details is not high, even though other abilities are high, so you may not stay long in jobs requiring detailed memory.*
	MSUv	You can attend, concentrate, and recall information you see. <i>(Consider fields involving notation.)</i>	You may have difficulty recalling details in written material.
	MSSv	You can hold information and recall it in different sequence.	You may have difficulty processing notational information.
	MSUa	You can attend, concentrate, and recall information you hear. <i>(Consider fields involving arithmetic.)</i>	You may have difficulty concentrating on spoken instructions. Ask for memos.*
	MSSa	You can pay attention to auditory details, hold them in mind while working with them, and keep information in correct order. <i>(Consider fields involving math, music, and verbal instructions.)</i>	You may need to have instructions written and repeated frequently. Do one thing at a time before going on to another job.*

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* If you are interested in careers requiring any of these abilities that are not well-developed, consider SOI training to develop them.

WHAT YOUR SOI CAREER TEST SCORES MEAN:

ABILITY	A HIGH SCORE: Stanine 7, 8, or 9 indicates ...	A LOW SCORE: Stanine 1, 2, or 3 indicates ...	
MSI	You can attend, concentrate and associate information on demand.	You may have difficulty recalling complex sequencing of information.	ANALYTICAL REASONING
MMI	Your excellent inferential memory will allow you to take initiative. <i>(With high CSR and DSR, consider inventive/creative careers in computers, science, or theoretical science.)</i>	You may have difficulty with inferential information or forget extra information. Try structured jobs.*	
EFU	You can discriminate and make decisions about detailed information. <i>(Consider plumbing, welding, nursing, police work, photography, bookkeeping, lab assistants, or data processing.)</i>	If you are error-prone when visual discrimination is necessary, have frequent visual examinations.*	
EFC	You tend to be well-organized using spatial information. <i>(Consider science, library, and repair estimating.)</i>	You may dislike, or have difficulty in jobs requiring responsibility for keeping materials organized.*	
ESC	You are efficient at conceptualizing numerical data and use good judgement in selecting appropriate procedures. <i>(Consider insurance data, analysts, programmers, data processing.)</i>	You may have difficulty conceptualizing and organizing numerical data (as in bookkeeping and other data).*	
ESS	You are efficient at solving problems that require judgment and planning in data dependent jobs. <i>(Consider detail work, in a supervisory capacity.)</i>	You may not enjoy or work well with tasks requiring intense concentration, follow-through, or estimating numerical data.*	
NFU	You show good eye/hand coordination. If you have art talent. <i>(Consider architecture, drafting, or fashion illustration.)</i>	You may be methodical; needing more time to complete work. If you tend to draw rather than copy, you may indicate a talent for drafting and art.*	PROBLEM SOLVING
NSS	You are excellent at using data. <i>(Consider sales, data analysis, bookkeeping, banking, or stockbrokerage.)</i>	You will not be accurate or quick at applying arithmetic facts to jobs without lots of practice.*	
NST	You have the ability to read rapidly or scan data, items, or words. <i>(Consider editing, court reporting, stenography, TV script work, secretarial work, or the air force.)</i>	Your slow reading speed can indicate intense concentration if comprehension is high. Avoid jobs requiring rapid reading. Try speed-reading.*	
NSI	You make accurate decisions which depend on logic. Able to utilize good reasoning and logic in solving problems. <i>(Consider computer programming and administration, supervision, or executive work.)</i>	If you have difficulty with form reasoning and logic, request that information and responsibilities be clearly delineated.*	
DFU	You are creative with spatial ideas and you may have art talent. <i>(Consider decorating, architecture, designing, printing and layout.)</i>	You may not be as fluent at expressing ideas as others. Avoid jobs demanding rapid idea generation.*	CREATIVITY
DMU	You are creative with words and you may have writing talent. <i>(Consider selling, psychology, ministry, computer scientist, journalism, newscasting, or executive positions.)</i>	You may not be fluent, flexible, or creative with verbal ideas. To remedy this situation, begin Creativity Modules.*	
DSR	This ability is involved in theoretical sciences. <i>(Consider advanced sciences.)</i>	You may have difficulty in jobs applying numerical concepts.* Avoid them.	

Structure of Intellect Model

SOI tests are theory-based tests, based on J.P. Guilford's (SI) Structure of Intellect model.

Guilford (1944-1959) identified over ninety different intellectual abilities. The SOI-LA tests assess twenty-six of those ninety abilities.

The SI represents intellectual abilities much like the chart of elements does in chemistry. Each ability has a name, and letters are used to denote them. Each ability represents three general dimensions of human intelligence—hence an ability is represented by three letters, e.g., CFU.

In the SOI model, each ability is defined by each of the dimensions: operation, content and product, i.e., CFU is Cognition (C) of Figural (F) Units (U). Similarly, all of the abilities in the first graph of the report can be defined in Structure of Intellect terms (see below).

First Letter	Second Letter	Third Letter
Operations	Contents	Products
Cognition (C)		Units (U)
Memory (M)	Figural (F)	Classes (C)
Evaluation (E)	Symbolic (S)	Relations (R)
Convergent (N)	seMantic (M)	Systems (S)
Divergent (D)		Transform (T)
		Implications (I)

The SI abilities were factored before recent brain research validated Guilford's findings, thus, the idea that intelligence is fixed, immutable, and impervious to change, is no longer tenable. Intelligence begins developing from birth, and continues throughout life.

Specific abilities (those that affect job performance, and those that make learning easy) can be further trained as can general intellectual functioning.

Stated another way: if an ability has not been developed fully, the remedy, then, is to provide a training program to develop that ability. This is the SOI approach.

INSTRUCTIONAL MATERIALS:

SOI Systems offers materials to teach each of the ninety abilities described in the Structure of Intellect model.

SOI Modules are booklets used for individual instruction. These in-depth booklets are self-instructional, requiring only minimal supervision. Thus, low abilities can be remediated through individualized training. Similarly, strengths can be maintained and further enhanced.

The enclosed report provides your individual analysis and training program and explains *your own* unique pattern, or structure of intellect.

SOI-LA Test - Reliabilities*

	Test - Retest		Alternate Form
	Form-A	Form-B	
Overall	.93	.92	.91
Figural-learner	.79	.79	.77
Symbolic-learner	.90	.90	.89
seMantic-learner	.87	.87	.85
General Comprehension	.87	.88	.85
Memory	.78	.76	.74
Analytic problem-solving	.81	.81	.80
Evaluation	.75	.75	.74
Creativity	.60	.66	.63
Reading	.90	.90	.88
Reading-preparation skills	.81	.78	.75
Reading-concept use	.89	.86	.85
Arithmetic	.85	.85	.85
Mathematics	.76	.76	.76

*A compendium of validity and reliability studies beyond those in the technical manual is available for purchase.

OREGON SUMMIT PARTICIPANT PROFILE BY PLATOON as of March 16, 1995

PLATOON	1	2	3	4	5	TOTAL
PARTICIPANTS - ADMITTED	65	61	66	55	53	300
PARTICIPANTS - RESTARTED	0	4	3	4	4	15
PARTICIPANTS - RECYCLED	0	11	2	5	1	19
PARTICIPANTS - TOTAL	65	76	71	64	58	334
TERMINATED AND RECYCLED TO OTHER PLATOONS	11	2	5	1	0	19
TERMINATED AND RESTARTED IN OTHER PLATOONS	5	8	2	0	0	15
TERMINATED INSTITUTIONAL PHASE AND RETURNED TO GP	18	39	23	21	13	114
PARTICIPANTS CURRENTLY ACTIVE - INSTITUTIONAL PHASE	0	0	0	42	45	128
COMPLETED INSTITUTIONAL PHASE	31	27	37	0	0	95
RETURNED TO GP OTHER REASONS (Gun Min., prior crime)	1	1	0	0	0	2
TERMINATED TRANSITIONAL LEAVE AND RETURNED TO GP	0	1	0	0	0	1
POST PRISON SUPERVISION (PPS) PENDING	0	0	0	0	0	0
GRADUATES: COMPLETED INSTITUTION AND TL - STARTED PPS	30	25	4	0	0	59
GRADUATES - FAILED PPS AND RETURNED TO ODOC	0	1	0	0	0	1

researched by B. Davis, SCCI

EXCEL/PLTSTAT

SHUTTER CREEK CORRECTIONAL INSTITUTION WEEKLY SHIFT SCHEDULE

SHIFT/NAME	SUN	MON	TUE	WED	THU	FRI	SAT	SHIFT/NAME	SUN	MON	TUE	WED	THU	FRI	SAT
	2	3	4	5	6	7	8		2	3	4	5	6	7	8
LT 1	DO	DO	1	1	1	1	1	LT 4	1	1	2	2	2	DO	DO
SGT1	1	DO	DO	1	1	1	1	LT 5	DO	2	2	2	3	3	DO
101 OFFICER - BID	DO	DO	1	1	1	1	1	SGT4	DO	1	1	2	2	2	DO
102 OFFICER - BID	1	1	DO	DO	1	1	1	SGT5	DO	DO	4	4	3	3	3
103 TRAINING	1	1	1	1	DO	DO	1	SGT6	VAR	VAR	VAR	VAR	VAR	VAR	VAR
104 OFFICER - BID	1	1	1	1	1	DO	DO	401 OFFICER - BID	VAR	VAR	VAR	VAR	VAR	VAR	VAR
TOTAL ON SHIFT I:	(5)	(5)	(5)	(5)	(5)	(5)	(5)	402 OFFICER - BID	VAR	VAR	VAR	VAR	VAR	VAR	VAR
								K-9	DO	DO	*	*	*	*	*
								CAPT. OPERATIONS	DO	*	*	*	*	*	DO
								ISM	DO	*	*	*	*	*	DO
LT 2	2	2	DO	DO	2	2	2	WORK CREW SUPERVISORS							
SGT2	2	2	2	DO	DO	2	2	MANAGER	DO	2	2	2	2	2	DO
201 OFFICER - BID	2	2	DO	DO	2	2	2	1 ASSIGNED	DO	2	2	2	2	2	DO
202 OFFICER - BID	2	DO	DO	2	2	2	2	2 ASSIGNED	DO	2	2	2	2	2	DO
203 TRAINING	2	2	2	DO	DO	1	2	3 ASSIGNED	DO	2	2	2	2	2	DO
204 OFFICER - BID	4	4	DO	DO	4	4	4	4 ASSIGNED	DO	2	2	2	2	2	DO
205 D.I. - ASSIGNED	4	DO	DO	4	4	4	4	5 ASSIGNED	DO	2	2	2	2	2	DO
206 D.I. - ASSIGNED	4	DO	DO	4	4	4	4	6 ASSIGNED	DO	2	2	2	2	2	DO
207 D.I. - ASSIGNED	4	DO	DO	4	4	4	4	7 ASSIGNED	DO	2	2	2	2	2	DO
208 D.I. - ASSIGNED	DO	4	4	2	5	5	DO	8 ASSIGNED	DO	2	2	2	2	2	DO
209 D.I. - ASSIGNED	DO	4	4	3	5	5	DO	9 TRAINING	2	2	DO	DO	2	2	2
210 D.I. - ASSIGNED	DO	4	4	3	5	5	DO								
I ON SHIFT II:	(10)	(9)	(8)	(9)	(9)	(9)	(10)			9	8	8	9	9	
LT 3	3	3	3	3	DO	DO	3								
SGT 3	3	3	3	3	3	DO	DO								
301 OFFICER - BID	DO	DO	3	3	3	3	3	TRAINING:							
302 TRAINING	3	3	DO	DO	3	3	3								
303 OFFICER - BID	3	3	3	DO	DO	3	3								
304 OFFICER - BID	3	3	3	3	3	DO	DO								
305 OFFICER - BID	3	3	3	DO	DO	3	3								
306 OFFICER - BID	5	DO	DO	5	5	5	5								
307 COMM. - ASSIGNED	5	5	5	5	DO	DO	5	MISC. LEAVE:							
308 COMM. - ASSIGNED	5	5	5	5	DO	DO	5								
309 COMM. - ASSIGNED	5	5	5	5	DO	DO	5								
TOTAL ON SHIFT III	(10)	(9)	(9)	(10)	(10)	(10)	(10)								

SHIFT TIMES

Shift 1 11:30 pm to 7:30 am
 Shift 2 7:30 am to 3:30 pm
 Shift 3 3:30 pm to 11:30 pm
 Shift 4 5:30 am to 1:30 pm
 Shift 5 1:30 pm to 9:30 pm

EFFECTIVE: APRIL 2, 1995 TO: _____

SIGNATURE: _____ DATE: _____

CC: SUPERINTENDENT COMM. CENTER EXEC. SUPPORT SPEC.
 LTS OFFICE RED BOOK LOUNGE BULLETIN BOARD
 SECURITY MANAGER OPERATIONS LT. WORK CREW MANAGER
 PROGRAM MANAGER

0 0 40 0 0 0 0 0 0 0 1 1 0 0 0 0 0 0 0 0 0
0 1 2 3 4 5 6 7 8 9 1 2 1 2 3 4 5 6 7 8 9 0 1 2
A A A A A A A A A A A P P P P P P P P P P P P P

T 4 11111111111111111111111111111111 11
SGT 4 11111111111111111111111111111111 11
102 11111111111111111111111111111111 11
103 11111111111111111111111111111111 11
104 11111111111111111111111111111111 11

LT 2 22222222222222222222222222222222
SGT 2 22222222222222222222222222222222
LT 5 22222222222222222222222222222222
201 22222222222222222222222222222222
203 22222222222222222222222222222222
204 44444444444444444444444444444444
208 44444444444444444444444444444444
209 44444444444444444444444444444444
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LT 3 33333333333333333333333333333333
SGT 3 33333333333333333333333333333333
302 33333333333333333333333333333333
303 33333333333333333333333333333333
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305 33333333333333333333333333333333
306 55555555555555555555555555555555
307 55555555555555555555555555555555
08 55555555555555555555555555555555
J9 55555555555555555555555555555555

1 =====
WC2 =====
WC3 =====
WC4 =====
WC5 =====
WC6 =====
WC7 =====
WC8 =====
WC9 =====

MONDAY