

Midwest Academy Parent Handbook

Mailing Address

Midwest Academy
2416 340th Street
Keokuk, IA 52632

Business

(319) 524-3560

Emergency Phone Number

(319) 524-3561

Fax Number

(319) 524-3591

Letters and Emails

All letters and emails to the Student must be sent from the parents' address(es). All mail must be addressed to the Student's first and last name and sent to:

C/o Midwest Academy

2416 340th St

Keokuk, IA 52632

or

mail@midwestacademy.net

Quick Reference

All questions about your Student: ie; academics, progress reports, health issues and correspondence (letters, phone calls, etc.), information about policy and procedures; explanation of merits, status internalization, leadership positions, Student's seminars, Parent Weekend Seminars and character building courses.	Family Representative: (319) 524-3560
Midwest Academy Family Rep Supervisor. Please call this person if you have any concerns or problems that have not been resolved by the Family Rep or if you cannot get in touch with your Family Rep.	Kathy Rose (319) 524-3560 ext 131
Midwest Academy Assistant Director. Please call this person if you have problems or concerns that have not been resolved by the Family Rep Supervisor or if you cannot get in touch with the Family Rep Supervisor.	Shasta Heidbreder (319) 524-3560 ext 134
Parent Seminar Questions and Registration:	Kim Finton: (319) 524-3560 ext 135
Transcripts, Progress Reports, Academic Concerns	Sarah Short: (319) 524-3560 ext 137
Medical Issues	Nursing Office, Jennifer Spiegel (319) 524-3560 ext 121
Billing	Natasha Morris (319) 524-3560 ext 112

**Midwest Academy
Phone and Email Directory**

Administrative Office	(319) 524-3560 ext 124
Fax	(319) 524-3591
Admissions Director-Tara Akers	(319) 795-4258 tara@midwestacademy.net
Family Rep Supervisor – Kathy Rose	(319) 524-3560 ext 131 kathy@midwestacademy.net
Assistant Director– Shasta Heidbreder	(319) 524-3560 ext. 134 shasta@midwestacademy.net
Academic Supervisor – Sarah Short	(319) 524-3560 ext 137 registrar@midwestacademy.net
Nursing Office – Jennifer Spiegel	(319) 524-3560 ext 121 nursing@midwestacademy.net
Billing Office – Natasha Morris	(319) 524-3560 ext 112 billing@midwestacademy.net
Seminar Coordinator – Kim Finton	(319) 524-3560 ext 135 seminars@midwestacademy.net

SUPPPORT	8
PARENT COMMITMENT	8
CHARACTER BUILDING PROGRAM OVERVIEW	10
STRUCTURED ENVIRONMENT	10
SEMINARS & WORKSHOPS	10
PERSONAL DEVELOPMENT COURSES	11
DAILY SCHEDULE COURSE DESCRIPTIONS	11
ACADEMIC CURRICULUM	12
ACADEMIC PROCEDURES	12
PHYSICAL FITNESS	14
PAPERWORK	14
WEBSITE	14
FAMILY REPRESENTATIVE	15
COMMUNICATION WITH YOUR CHILD	15
VISITS	16
MAIL & PACKAGES	17
CLOTHING AND PERSONAL ITEMS	19
RELIGION	19
ILLNESS AND INJURIES	19
MEDICATIONS	20
MEDICAL INTERVENTION	20
COUNSELING	21

SUPERVISION	23
RESIDENT GRIEVANCE POLICY	24
YOUTH LEADERSHIP PROGRAM	24
MERITS	25
STATUS	26
PROBATION, SITUATIONAL PROBATION, LOSS OF STATUS	29
INTERNALIZATION	31
HOME INTERNALIZATION	32
CODE OF CONDUCT	34
RULE VIOLATIONS AND CONSEQUENCES	36
SELF-CORRECTION AND STAFF-CORRECTION	37
IN SCHOOL SUSPENSION (ISS)	37
OUT OF SCHOOL SUSPENSION (OSS)	38
PHYSICAL INTERVENTION	38
ZERO TOLERANCE POLICY	39
COMPLETION	40
BILLING	41
TRANSPORTATION FEES	42
APPENDIX "A"	43
FORMS	
APPENDIX "B"	58
SEMINARS OVERVIEW	

Dear Parents:

My name is Kathy Rose. I am the Family Representative Supervisor at Midwest Academy. The first few months, we work very hard on getting the Students to follow some basic rules and structure. Many of the Students not only struggled with following rules and structure before coming to us, it was the main cause for their enrollment. None of the Students will ever fully succeed, progress academically, or learn to function properly in society without developing the ability to follow basic rules and structure. Rules and structure exist at every school and college, every job, and in every segment of society.

We provide the Students with a very structured and regimented environment. Students are expected to follow orders, use manners, respect others, stand at attention, and walk single file with their group from one class or activity to another. As you can imagine, most of the Students initially do not like or appreciate the structure, but it allows the Students to begin to develop order in their lives and is the catalyst for Students to learn to follow rules and structure.

As Students effectively learn to follow the rules and structure, the rules and structure are systematically and gradually lifted. This transitional process prepares the Student to return home and succeed. The whole process is greatly enhanced as Students participate in seminars and daily character building courses. Students, while learning to operate within rules and structure, also develop essential skills, insight, and motivation necessary for their long term success.

Most Students will initially resist the new structure; as a result they will typically go through several phases. No two situations are ever the same, but the Students will usually undergo some, if not all, of these stages:

Denial Phase-This is typified by statements like:

- “I can’t believe you did this to me.”
- “I don’t belong here.”
- “I’m not learning anything; all they do is baby-sit me.”
- “The kids here have problems much worse than mine.”
- “They have criminals, kooks, and drug addicts here.”

Guilt Trip Phase-This is typified by statements like:

- “If you really loved me, you would bring me home.”
- “You don’t know how terrible it is here, or you would get me out.”
- “I’m going to starve, the food is disgusting.”
- “No one cares about me; the staff does whatever they want to me.”
- “I’m treated like a prisoner.”
- “You can’t believe the staff; they will tell you anything in order to keep me here.”

“The kids here are a totally bad influence on me; you should hear what they talk about.”

Anger Phase-This is typified by statements like:

“I hate you!”

“If you ever want to see me again, you had better get me out of here.”

“You’ll wish you had never done this to me.”

“I don’t want to be your child anymore.”

Negotiation Phase-This is typified by statements like:

“If you bring me home, I promise there won’t be any more problems.”

“We can work out our problems better at home as a family, we can all go to therapy together.”

“If I work hard, will you take me home by ...”

“I’m willing to work on my problems, but can’t I do it at a different school, one that will help me?”

The agenda in each of these phases is to work on your emotions in hopes that you will take your child out of the school; this way he or she doesn’t have to go through the long hard process of making changes. We can certainly all understand why a Student will try any or all of these approaches first. This is a tough School; the food isn’t as good as the “home cooked” meals you have provided them and the accommodations aren’t nearly as comfortable as your home; yet, these are some of the very reasons that the School is impacting enough to be effective. We have found that if the Parents and the School remain strong in their resolve that the Student must make changes, the Student will finally reach the Acceptance Phase.

The Acceptance Phase is where the Student finally realizes and accepts that he/she is here until he/she makes the necessary changes. Then and only then will the School begin to work for them. **Let’s work together to that end!**

Sincerely,

Kathy Rose
Family Representative Supervisor

SUPPORT

Results can best be realized when Parents and the School support each other. Students often try to thwart that support by telling us what terrible Parents you are, and by telling you what a bad School we are. We both need to show support for each other; otherwise it gives the Student an excuse for not working at the School.

The most important thing you can do to create ongoing support is to maintain your commitment for completion of the School's Character Building Program. This encourages the Students to work and focus on results rather than just putting in time. It also discourages the need for ongoing dialog of when the Student is coming home, and allows your communication to be friendly, loving, and encouraging, rather than having to justify and defend why your child is in the School. As long as your child believes that being pulled early from the School is open to discussion, it will continue to be the negative focus in all of your communication and a barrier to improving family relationships. Worse yet, the Student will not fully engage in the process nor work as hard as they can.

PARENT COMMITMENT

The most critical component to your child's success at Midwest Academy (hereafter referred to as "School" or MWA) is the parents' commitment to completion of the Character Building Program (hereafter referred to as "Program"). This Program has been developed through decades of experience and practical application that has been tested and proven to produce maximum results for the Students.

The first phase of the Program is designed to prepare and train your child for participation in the Leadership Phase. The Leadership Phase is the part of the Program which provides the greatest growth and development (see "Youth Leadership Program"). After Leadership Phase, the Student moves into the Internalization Phase where the Student applies what he/she has learned; growth and positive change become internalized. All three phases of this Program are critical. An example of this might be compared to washing your clothes without allowing them to go through the rinse cycle. The clothes may appear to be clean, but you would not even think of wearing them until they had completed every necessary cycle. Several stages must be reached by both parent and child in order to produce the results that you are seeking. The following steps must be taken to maximize not only your child's success, but the success of the entire family as well:

1. Sign and return immediately (fax, scan and email, or overnight post) the standard Commitment Letter. The Commitment Letter is the first form found in Appendix A. Until you do this, your child will not take the program seriously, and will not fully engage it in the overall process. Once they really believe that you are committed,

they will begin to look at their own situation differently. They will spend their time focusing on working, rather than holding on to their hope that you will be weak and noncommittal. Please do this immediately. Precious time can be lost if you don't.

2. After returning the standard Commitment Letter to the School, we recommend that you send a personal letter to your child outlining again your commitment to completion to the School's Character Building Program. Please send your Family Rep a copy of this letter. Your Family Rep will go over both letters with your child in order to help them realize the firmness of your commitment.

3. Commit yourself right now to attending the Parent Seminars and the Parent Weekend Workshops. The Parent Seminars, similar to those your child will be attending while at the School, prepare both of you for the Parent Weekend Workshops. All Parent Weekend Workshops supply the family with a healing experience and the tools necessary to deal with your child's eventual return to the home. The Seminar experience will allow your family to smoothly handle issues that you thought were impossible to handle before.

Ask yourself this question, "When was the last time my child started and successfully completed something worthwhile?" Completion of the School's Character Building Program supplies the foundation for a new and better life.

CHARACTER BUILDING PROGRAM OVERVIEW

Midwest Academy is an effective Specialty School for adolescents ages 12 through 17. These adolescents have excellent potential but are headed for some serious problems. Typically, these are Students who are determined to do their “own thing,” regardless of who it hurts or how it may alter their futures.

Parents often realize that something must be done to change their child’s present course. A Highly Structured Environment is essential. Without a controlled environment, the parents’ attempts to intervene are often thwarted by the influence of a negative peer group.

This School provides a balanced environment that includes a structured daily schedule, intensive seminars, health and physical fitness Programs, personal development courses, recreation, and individualized academic instruction.

STRUCTURED ENVIRONMENT

Students at Midwest Academy are required to maintain high standards. The standards include a dress code, a strong code of conduct, and challenging courses. As Students learn to meet these standards, it prepares them for on-going success in the future.

The School offers tight supervision around the clock. Each Student follows a rigorous daily schedule and a firm set of rules that give the Staff frequent opportunities to challenge the Students’ inappropriate attitudes and behaviors and help them adopt productive alternatives.

We operate on a merit system that requires each child to earn status and privileges through a multi-status Program based on performance. Each new status offers additional privileges, motivating the Student to work harder. As a child advances in the School, the Student is given additional opportunities to make personal choices. The School becomes a testing ground to ascertain each child’s level of commitment toward changing past negative behavior.

SEMINARS & WORKSHOPS

Midwest Academy provides a series of highly effective educational seminars and workshops specifically designed to teach character building. During these Seminars, Students learn about key character-building qualities such as: accountability, honesty, integrity, trust, choices, responsibility, anger, and especially self-esteem. While the Student is completing his or her series of seminars, the parents are invited to attend Parent Seminars and Parent Support Meetings. The culmination of the seminars is when parents and their Students are invited to attend Parent Weekend Workshops. These are designed to assist each family in improving communications and

strengthening relationships. (SEE APPENDIX “B” FOR MORE SEMINAR INFORMATION)

PERSONAL DEVELOPMENT COURSES

Midwest Academy provides daily Character-Building and Personal Development Course Outlines. These Course Outlines utilize many of the best available resources such as: professional audio and video tapes, selective reading material, and progress review sessions. These courses are very effective in helping Students gain new insight, motivation, and direction on a day to day basis.

DAILY SCHEDULE COURSE DESCRIPTION:

The following terms are often used by our Students and Staff when referring to your Child’s daily activity:

EMOTIONAL GROWTH (AUDIO): Students listen quietly to a 30 minute CD of Motivational and Self Improvement Experts such as Zig Ziggler, Dr. Bradshaw, Stephen Covey, Anthony Robbins, etc.

EMOTIONAL GROWTH (VIDEO): Educational and motivational videos that teach character and skill building. Some of these videos specifically address addictions and the process to overcome them.

INSPECTION: Students are inspected for proper grooming, dress, hygiene, and proper care of their bed, clothing, belongings, and room

PHYSICAL EDUCATION (P.E.): Physical Education is the involvement in constructive physical activities (calisthenics, strength training, etc.) and sports such as basketball, soccer, volleyball, etc.

WORK PROJECT: Work Projects to improve and maintain the grounds or facilities.

SERVICE PROJECT: Community Service projects performed by Service Status through High Honor Status Students as requested by either community leaders or private individuals that need help.

EDUCATIONAL VIDEO (Ed Video): Science of History Videos by National Geographic, Public Broadcast System, and Specials by ABC or CBS news.

WEEKEND MOVIES: Classic or specially selected movies that promote a positive message. Movies are rated no higher than PG-13.

PREP-TIME: Students have two prep-times per day – once in the morning and once at night. In the morning, Students prepare for their day. At night, Students prepare for bed and shutdown

CLASS: Jr. High and High School Curriculum completed through an Independent Study Course designed to maximize learning and the earning of academic credits. Directed by a teacher / tutor.

PROGRESS REVIEW (GROUP): Students progress is reviewed in a peer group process facilitated by the Staff. Students share what they have learned, and give and get feedback on their problems, progress and solutions.

REFLECTIONS: Each evening, Students are required to contemplate their day and share information with their Family Reps by filling out “reflections.” The reflections outline contains the following information:

1. What feelings/emotions did I experience today and how did I choose to respond?
2. What Rule Violations did I have today? List each Category 1-Self Correction/Staff Correction; List each Category 2 and above.
3. What was my physical health condition today and did I take all of my medication?
4. What course material did I accomplish during Academics today?
5. Any other information you would like to pass on to your Family Rep?

The information contained in daily Reflections is valuable information for the Staff as they coach your Student through their journey of change.

ACADEMIC CURRICULUM

Midwest Academy utilizes a progressive academic curriculum which is individualized and competency based. Students work at their individual pace to maximize the learning process. Students are not held back by others in class, lesson plans, teachers’ schedules, course offerings, or class availability.

ACADEMIC PROCEDURES

During the initial few weeks, the Student is not placed in the regular academic system. They first must complete a skill-building course that prepares them for maximum utilization of the academic system. The skill-building course is designed to improve reading and comprehension, memory, spelling and vocabulary.

The Student’s transcripts are evaluated upon admission to the School, and the Student is assisted in designing an ambitious course of study. The academic Program is a performance-based system. A large selection of required and elective

classes is offered. Students are able to complete required credits—and even earn advanced credits—in Math, English, Science, History, Physical Education and many elective classes.

The Student receives credit when he/she demonstrates that the subject matter has been mastered. (All credits are subject to the terms outlined in the Enrollment Agreement Section 11) The academic program at Midwest Academy has been designed to work successfully for the college-prep Student as well as the learning-disabled Student.

In order for the Student to earn credit for a class and move on to the next course of study, each class must be passed at a level of 80% or better. This means Students must earn A's or B's. This requirement ensures that the Student has truly mastered the material before he or she receives any credit for the class.

The academic program is based on a module system. When a Student enrolls in a class—Algebra, for instance—he/she is provided with a module (a module is the equivalent of a chapter) for that class. The Student starts with the first module and then completes the assigned work. Staff is generally available to assist them. At the end of the module a test is given, and the Student must pass the test with a score of 80% or higher. If the test is not passed, the teacher assists the Student in evaluating the areas of the test that he/she did not pass. The Student is able to go back and study the specific material he/she has not yet mastered. The Student can then take another test for that module. When the module test is passed, the child goes on to the next module. This requirement that a Student master each module before progressing to the next module ensures that the Student has the foundation of knowledge needed for later, more advanced modules.

The School provides an Independent Study system that can allow the Student to accelerate credits and academic competency. **The School does not award credits for time in class, but only for work completed and competency achieved.** The School cannot ensure, nor be liable for, how quickly the Student will receive credits, or that the Student will receive credits in any certain subjects, or that the Student will receive credits on any kind of accelerated basis, or that the Student will even receive any credits at all. Since the academic courses are part of an Independent Study Program, the teacher/tutors working with the Students do not need or may not necessarily have U.S. Credential or Equivalent.

Please make sure all necessary transcripts have been sent to Midwest Academy so that your child's educational plan may be created. Be aware that schools typically will delay forwarding transcripts for reasons such as outstanding library fines, books not returned, etc. Transcripts are to be faxed to:

MIDWEST ACADEMY ACADEMIC DEPARTMENT
Fax: (319) 524-3591

For more information about the academic department, please flip to the “Academics” tab in this parent handbook.

PHYSICAL FITNESS

Physical fitness is an important component of a well-rounded, healthy person. For this reason, daily physical fitness sessions are provided at Midwest Academy. This may include: walking or running, exercise or weight-lifting, and participation in sports.

PAPERWORK

We wish to utilize our resources in working closely with the Students rather than spending a lot of time and resources in administrative and bureaucratic duties. Therefore, we keep, maintain, and retain only minimal records and paperwork. The records and paperwork that we keep is in our sole discretion of what we deem necessary to keep, maintain or retain.

WEBSITE

Become familiar with Midwest Academy’s website: www.midwestacademy.net. If you do not have web access, we strongly recommend obtaining both web and email support.

Students’ pictures are taken regularly and posted in the Parent’s section of the Website. This section of the Website is not available to the general public. Usually new photos are posted weekly. However, Midwest Academy does not employ Staff whose sole purpose is to take pictures of the Students and post them on the Website. We cannot guarantee that new photos of your student will be posted every week or on any specific day of the week. We know how important it is for Parents to see pictures of their Child, and we do our best to supply them. Student photographs will only be posted if the Parents have signed the consent form provided in the enrollment agreement.

The following services will soon be available on the website:

- Special announcements
- Schedules for adult seminars
- Hotel information
- Updated copy of the Parent Handbook
- Eagle News broadcasts

FAMILY REPRESENTATIVE

One of the key members of our staff team is the Family Representative. The main role of the Family Representative, commonly known as the Family Rep, is to make sure your child is receiving quality care and effective growth opportunities. The Family Rep is in regular contact with your child and is your contact person with the School. The Family Rep will contact you to set a regularly-scheduled weekly phone call for the purpose of coordination of updates and progress reports.

Your Family Rep will establish the call schedule on an individual basis. Due to scheduled office hours, other previously scheduled phone calls, scheduled meetings, and other various commitments working with Students, there may not be much flexibility for your Family Rep in scheduling your weekly phone call.

It is very important to call the Family Reps at your regular scheduled time. If parents are unable to call the Family Rep within 15 minutes of the scheduled time, they will need to call at the next scheduled time. Except in cases of emergency, Family Reps have prior scheduling commitments that do not allow them to receive or make calls in between regular scheduled phone calls; however, your Family Rep may be contacted by email, if needed, between scheduled phone calls. Any calls from the Family Rep to the parents would only be for some special purpose, and would be made on a collect basis. Please be aware that due to staff changes, promotions, and other factors, your Family Rep may change without notice.

COMMUNICATION WITH YOUR CHILD

You may write to your child as often as you desire, but your child will receive mail only on scheduled mail days. Once a week is plenty, and suggested by the Family Rep. Your child will write to you every Sunday. This letter will be sent administratively via email on Monday.

Phone calls with your Student, as stated in the Enrollment Agreement (see Addendum #5), are a privilege that your child must earn by attaining Advanced Status. The time period for this is individual to the Students' progress and is an important and necessary process. Phone calls any earlier in his/her progress would be destructive and disruptive, as the Student then becomes more preoccupied with trying to convince you that he/she should be taken out of the School rather than focusing on progress or necessary changes. Even when phone calls are permitted, they are short and not too frequent. All phone calls require a substantial amount of effort and logistics to complete.

It is critical that your child earn the phone privilege, otherwise we are all short-changing this progress. Your child will appreciate your phone call and be more open to honest communication with you once he or she gets past the anger and the manipulative state. **PLEASE DO NOT ASK US TO MAKE AN EXCEPTION!!!** This is unfair to the other Students and their parents. Exceptions affect all Students. You can

imagine all of the Students asking, “Why does Tom get to have a phone call and I don’t?” or “Don’t my parents want to talk to me on the phone as badly as Tom’s parents want to talk to him?” This creates such a problem that we put in the Enrollment Agreement (see Addendum #5) that no phone calls are allowed before the Student earns Advanced Status. Once the Student has earned the phone privilege, the Student is not allowed calls with anyone other than his/her parents/guardians.

VISITS

We recommend your first visit is the Parent Weekend I (PW-I) workshop held at the School. You will be invited to a PW- I workshop when your child has been in the school approximately 6 months. Please see the Seminar Overview in Appendix B for eligibility requirements and other information regarding PW-I.

Students become eligible for day visits upon achieving Service Status (level 4). The Student must be service status at least two weeks before any visit will be approved. It is quite common for Students entering the Leadership Phase to go on probation during their first two weeks as they adjust to new responsibilities. We ask that you support us in allowing your Student time to adjust before requesting a visit.

Visitors other than parents must be approved by the parents and Family Rep, who, together, will determine the structure of the visit. All visits (on grounds, off grounds, and home visits) are scheduled through the Family Rep and must be a minimum of four weeks apart. The initial visit will only be approved if the telephone calls with the parents have been productive.

Service Status visits consist of two 10-hour days in Keokuk or its surrounding areas, including Quincy, IL and Burlington, IA. **Students are not allowed to go home on day visits even if you live in the local area.** All level 4 Students must return to the School no later than 8:00 p.m. in uniform.

Students are allowed a **maximum** of 10 hours with their parents each day. If parents show up at 9:00 a.m., they must have the Student back by 7:00 p.m. If Parents pick up their Child at 2:00 p.m., the Student must be back by 8:00 p.m. because that is the latest Students are allowed to be off campus.

Upon leaving the facility, the Parents and the Students are required to sign an Off-grounds Contract. This contract outlines the rules so the Parents cannot be manipulated into allowing the Student to do something he or she knows is against the rules. Your Family Rep will also give you a goals sheet before your visit. This sheet will help you and your Child focus on specific issues during your visit. Your Child will return this sheet to your Family Rep following the visit. Copies of the Off-grounds Contract and the goal sheet are included in Appendix A. We want you to have fun with your Child during your visit, but the ultimate goal is to work toward resolving issues for your Child’s eventual return home.

It is important that we set an example by adhering to the School rules ourselves. For this reason, we ask that you REFRAIN FROM REQUESTING ANY EXCEPTIONS, as they negatively affect not only your child's progress, but the other Students' in the School. This was agreed to as part of our accepting the Student in the School. (See Enrollment Agreement Item #13).

Once your child reaches Honor Status, your child is eligible for overnight visits within the vicinity of the School. The Family Rep will confer with the Progress Review Committee to determine eligibility. Overnight off-ground visits consist of three days and two nights off-grounds with their parents in the Keokuk area. All Students must be returned to the School by 8:00 p.m. on the third day.

Honor Status Students who have graduated from Parent Weekend II (PW-II) become eligible for home passes four weeks after the seminar. Please see the Seminar Overview in Appendix B for more information about PW-II and visitation eligibility.

When your child achieves High Honor Status, home visits are encouraged and recommended. Home visits are crucial as testing ground for the Student's eventual return to the home. Home visits are considered before the Student is on High Honor Status if he or she is a PW-II graduate. Home visits are determined on an individual basis according to your child's progress.

Students are allowed seven days off campus including the travel days. Home passes, just as all other visits, must be scheduled through your Family Rep and must be a minimum of four weeks apart.

No visitation will be allowed for any Student while Student seminars are taking place. We are careful to schedule Student seminars in the middle of the week, as most Parent Visitation occurs on the weekends. Upper-level Students must staff two seminars to meet their graduation requirements. All non-staffing upper-levels function as Staff Assistants in the facility while student seminars are going on.

All upper-level students are required to attend the Value Living Seminars. Value Living Seminars are also open to parents, so these one-day Seminars are scheduled on selected Saturdays. Presently, there are three Value Living Seminars per year. Please see the Seminar Overview in Appendix B for more information about Value Living Seminars.

MAIL

All mail sent to the Student may come only from parents or parent-approved addresses. Any student mail sent from an unapproved address will be opened and read by the Family Rep. The Family Rep will determine whether the mail is approved or needs further authorization from the Parents. This may cause a delay in your Student receiving his or her mail from anyone other than Parents.

Parents may send a list of approved addresses to their Family Rep or Parent Orientation Representative. The list should include the first and last names, street addresses (including Zip codes), email addresses, and relationships to the Student. We specifically caution against approving addresses of friends. Students will receive mail from anyone on that list as if it came from you. Midwest Academy assumes no responsibility for distributing mail that Parents may find inappropriate if Parents have approved the address.

All mail sent to the Students is opened with a Staff present, so it is monitored for contraband or inappropriate items. **All mail sent out by the Student is mailed only to the parents;** the parents can then distribute it as they see fit.

Your child will receive mail on Tuesday and Friday nights. Parents who choose to email letters to their child can do so but the **emails must be received by 9:00 a.m. CST Tuesday and 9:00 a.m. CST Friday.** The email will be printed out and logged on these two days. All mail received before 9:00 a.m. Tuesday will be distributed to the Students on Tuesday. All mail received after 9:00 a.m. Tuesday and before 9:00 a.m. Friday will be distributed to the Students on Friday. **Any mail that is received after 9:00 a.m. Friday will be distributed on the following Tuesday. Please do not ask for exceptions.**

Students do not have access to the Internet; all emails will be printed out. Please refrain from sending animated greeting cards. Midwest Academy does not print out pictures sent by email. If you want to send family pictures to your child, please send them through the regular mail. We recommend that all emails are forwarded through the Parents' email address because we may presume the Parents have approved the content; however, we will print out and deliver any email sent from a parent-approved email address. Again, Midwest Academy assumes no responsibility for Students receiving inappropriate content if it comes from a parent-approved address. Please put your Student's first and last name in the subject line and send to mail@midwestacademy.net.

Students write to their parents on Sundays. All outgoing mail will be written in English only. The letters are sent administratively on Mondays via email. All outgoing emails will be sent to Parents only. Parents without email access will be sent hand-written letters through the US Postal Service. These letters will be mailed on Mondays. Upper-level students have the privilege of hand-writing letters at any time through the week. These will be mailed by office staff as they are turned in. Again, all outgoing mail, even that written by upper-levels, will be mailed only to the parents.

PACKAGES

Packages may be sent only on Students' birthday and Christmas. Students will often ask their parents to send them packages at other times. Some of the items requested may not really be needed or even appropriate. For this reason, **all packages must be pre-approved by the Family Rep.** We are always happy to verify the need of any requested item. Even if your child has a legitimate need for some item, it is usually better to let us obtain it and have you reimburse us. Sending a package takes a long time and runs a very high risk of being lost, stolen, or having items spoiled or damaged. We especially ask that parents do not send snack foods, as this undermines the Status Privileges.

Please refer to the List of Recommended Gifts included in the Forms section (Appendix A).

CLOTHING AND PERSONAL ITEMS

Students wear uniforms which minimize the need for any additional clothing. We also recommend that personal belongings are kept at a minimum. We specifically caution against the Student having costly or valuable items. If you feel you must send an item of great sentimental or monetary value, you do so at your own risk. **WE STRONGLY RECOMMEND THAT SUCH ITEMS BE SENT ONLY IF INSURED AGAINST LOSS OR DAMAGE UNDER YOUR HOMEOWNERS POLICY.** As stated in the Enrollment Agreement (See Items #16), we cannot be responsible for lost, stolen, or damaged items although we make every effort and precaution to see that this does not occur.

RELIGION

No specific religion is taught or advocated. This is considered a personal and individual decision and is respected as such. Students are given two hours on Sunday to practice, read and/or meditate. When Students attain Honor status they can attend services off grounds with staff with parental consent.

ILLNESSES AND INJURIES

Many of the activities in which the Student may participate involve some risk. These risks include, but are not limited to such activities as transportation, swimming, hiking, etc. There are also some inherent risks of illness, including but not limited to illnesses that are contagious; illnesses or health risks that are common to the geographic location, including mosquito bites, sores, hives, rashes, slow-healing cuts; illness connected to food services, etc. There is also risk of tornados, earthquakes, and other acts of nature, etc. **While the School goes to great lengths to prevent**

illnesses and accidents, the School cannot accept any liability for illnesses or injuries or other damages occurring to the Student during his enrollment (See Enrollment Agreement Item #17).

MEDICATIONS

All medications are self administered by the Student under the general supervision of a medical or non-medical Staff member. Because of the difficulty and logistics involved with medications, it is possible there may be times the Student may not have access to medications for certain periods of time. **Because all medication is essentially self-administered, problems or mistakes are possible. For these reasons, the School accepts no liability (See Enrollment Agreement Item #12) for problems associated with the disbursement of medication. Parents should also understand that Students who are on prescription medications need ongoing review by a Physician or Psychiatrist every 30 to 90 days.** The cost of these reviews varies by physician.

MEDICAL INTERVENTION

The School Staff has to make numerous decisions about when to seek medical/dental help for Students ranging from small to serious ailments, injuries, or needs. We try to make our decisions taking into consideration a balance between added costs to the parent for medical care, and true medical need of the Student. The Staff, like any parent, can miscalculate the timing or need of medical intervention. Such miscalculations can result in the Student not getting medical intervention as soon as would be recommended or to avoid complications. The School staff makes these “judgment calls” for and on behalf of the parents. Any such “judgment calls” are subject to human error, especially since many of these judgment calls would have to be made by a non-medical staff. For these reasons, the School and /or its Staff are not liable for any illness, complications or damages occurring to the Student because of a miscalculated “judgment call” made by the Staff in terms of the need or timing of medical intervention for the Student. Furthermore, the School makes no representation or accepts no liability for the performance of any physician, dentist, clinic, or hospital to which the Student is delivered for medical intervention. (See Enrollment Agreement Item #13). Please be aware that there is a Registered Nurse on Staff at Midwest Academy. One R.N. will be available weekdays, and usually evenings, and weekends, and in an emergency. **When a Student needs medical attention our first priority is to get them that attention, which may mean we seek the needed attention before you are notified.**

Please flip to the “Medical” tab in this handbook for forms and information.

COUNSELING

The services of a licensed professional Social Worker and a Certified Reciprocal Alcohol and Drug Counselor are available on campus to the Students of Midwest Academy.

Mr. James Posz is a Social Worker currently employed by Midwest Academy. He has a Bachelor of Psychology from Iowa Wesleyan College and a Master of Social Work from the University of Missouri. He holds a current license in Social Work-Independent level from the State of Iowa Board of Social Work Examiners. He has had 34 years of social work experience in the public sector prior to joining the Midwest Academy staff in November of 2006.

Mr. Posz offers a group on anger management and is equipped to offer groups in adoption related issues as the need arises. He also provides individual counseling to Students as well as assisting with staff assessment of Students who are struggling in the program.

Mr. Gary LaChapelle is a Certified Reciprocal Alcohol and Drug Counselor currently employed by Midwest Academy. He has earned his education through Southeastern Community College, Jacksonville University, and Auburn University. Mr. LaChapelle has had 21 years of experience working in the public sector prior to joining the staff at Midwest Academy in June of 2005.

Mr. LaChapelle provides individual counseling in addition to hosting chemical dependency groups.

INDIVIDUAL:

Individual counseling with a licensed social worker is available for those Students who need more one-on-one interaction than a group counseling session can offer or whose issues are not covered by any of the available groups. Any counseling beyond our social worker's recommendation is available for a fee of \$100.00 per session. Individual counseling is only available with the signed consent of the parents. **Please refer to the "Consent to Services" forms found in Appendix A of this handbook.**

ANGER MANAGEMENT GROUP:

Midwest Academy provides small group sessions in anger management for students who have not previously participated in these groups. These will be facilitated by a licensed Social Worker employed by Midwest Academy.

We lead these sessions in discussing topics such as understanding anger, emergency anger control, healthy versus unhealthy anger, types of anger, dealing with criticism,

learning how to decline invitations to anger, creating coping thoughts, plus relaxation and stress reduction techniques. The group meets weekly for eight weeks.

Much of the content of these sessions was adapted from two readily available and inexpensive paperback books. They are "Letting go of Anger" (second edition) by Ronald T. Potter-Efron, MSW, Ph.D. and "The Anger Control Workbook" by Matthew McKay Ph.D. and Peter Rogers, Ph.D. You may find it interesting to review this material should your student want to communicate with you about it as they attend the sessions.

ADOPTION GROUP:

The Adoption Group provides those Students with an opportunity to talk through their unique issues with other adopted youth in a facilitated setting. Topics include establishing a sense of personal identity, working through feelings of rejection or abandonment, dealing with sibling rivalry, coping with life's milestones and "special" days, and searching for biological family. This group does not have a specified length. Participation in the group requires a recommendation from the Family Rep and signed consent from the parents.

CHILDREN OF DIVORCE GROUP

Midwest Academy will offer small group sessions for students who are having difficulties dealing with their feelings and the issues surrounding their parent's divorce. These will be facilitated by a licensed Social Worker employed by Midwest Academy.

Participating students will be given a questionnaire to explore areas they are troubled with regarding their parent's divorce, and group discussions will be geared to these topics. The group meets weekly for approximately eight weeks.

The Group is using as a resource two readily available and inexpensive paperback books. They are "The Divorce Helpbook for Teens" by Cynthia MacGregor and "The Divorce Workbook for Teens" by Lisa Schab, LCSW. If your son or daughter is enrolled in this group it may be helpful for you to purchase these books for them, and you may find it helpful to review this material should your student want to communicate with you about it as they participate in these groups.

CHEMICAL DEPENDENCY:

The Chemical Dependency group focuses on the total person. The Students work on many issues from the 12 step program in addition to other topics such as relapse prevention, choices and change, feelings, anger issues, avoiding risky behaviors, balancing lifestyle, recovery maintenance, coping skills, decision making skills, and much more. Most Students in the group will normally receive between 75 and 80 hours of chemical dependency counseling while at Midwest Academy. Participation in the group requires signed consent from the parents. There is no charge for

participation in the chemical dependency group. There is a fee of \$50.00 per session for **individual** chemical dependency counseling outside of program recommendation.

Please refer to the “Consent to Services” forms found in Appendix A of this handbook.

SUPERVISION

The amount of supervision varies with each Student depending on the Student's current status. We provide a high level of supervision but it is understood that the supervision provided, regardless of status, does not guarantee that serious or minor accidents, injuries, self harm, harm from others, fighting, acts of physical aggression, runaways, suicide attempts, sexual activity/stimulation or use of alcohol, tobacco or other harmful substances cannot happen. These risks are present in any segment of society no matter how controlled or protected.

PREFACE TO THE GRIEVANCE PROCEDURE

Occasionally Students make it difficult for their parents by claiming that they have been treated unfairly or they feel that certain conditions exist at the School that are not in their best interest. You may wonder if your child is manipulating you or if there is a valid concern. The grievance policy allows Students and yourself to bring these concerns to the surface and have them properly reviewed by persons inside and outside the School.

RESIDENT GRIEVANCE POLICY:

Philosophy

To insure that all residents receive fair and equitable treatment within the policies and procedures of Midwest Academy.

Policy

If a Student feels that he/she has been treated unfairly, he/she may file a grievance by filling out a form and placing it in the grievance/suggestion box (located in the dining area) or giving it to the School Director. All grievances are reviewed by a Staff assigned by the administration. All findings may be appealed.

Levels of Appeal

Special Review Team assigned by Director

Independent Review
Director

Whenever your child has a complaint, encourage them to use the grievance procedure. This will allow your child's concerns to be directed to administrative personnel, and we are more than willing to send you a copy of the grievance and the findings on each level of appeal.

A copy of the Resident Grievance Form is provided for your reference in Appendix A.

YOUTH LEADERSHIP PROGRAM

The most beneficial part of the School is when your child is able to participate in the Youth Leadership Program. This experience is important for a number of reasons:

1. The Students begin viewing themselves as part of the solution rather than part of the problem.
2. The Student has to learn to stand up to and confront his / her peers. For most of our Students, this is critical to their long term success.
3. The Student learns appreciation for parents and authority figures. Many of us did not really appreciate our parents until we became parents ourselves. This experience puts the Students in a parent-like role, which gives them a whole new appreciation for their own parents.
4. The Student begins to see and understand the need for rules, limits, and boundaries.
5. The Student gets a better insight into his/her own past negative behavior and why it didn't work.
6. There isn't a better way to learn to be responsible than by having responsibility; this experience places a lot of responsibility upon the Student.
7. The Student feels needed and valued.
8. The Student learns how to work with others and how to serve and contribute to the success of others.
9. The Student's self-esteem and outlook is improved.

Students may have the opportunity to participate in the Youth Leadership Program in the following three positions: Bunk Leaders, Room Leaders, and Facility Leaders. Each bunk of two Students is assigned a Bunk Leader who is responsible for both Students' general conduct and adherence to the School standards. Room Leaders are

responsible for the conduct and standards of all the Students in their dorm room. Facility Leaders function three days a week as a Staff Assistant.

Again, the Youth Leadership Program is the part of the Program that has the most growth opportunities for your child. Like all opportunities and positions of responsibility, this position has to be earned by the Student. Then, and only then, will your child have earned the respect and confidence of the Staff and other Students necessary for them to succeed in this position. Due to the importance of this part of the Program in the growth of your child, we feel it is important that your child eventually has an opportunity to function in all of these leadership positions. Best results can be realized when this happens.

MERITS

Merits are awarded mostly by the Student through a “Self-Directed Program”. Developing Self-Direction or Internal Direction rather than requiring continued External Direction is the long term key to your child’s success. Students evaluate their own progress each day; the number of merits the Student receives will be primarily determined by their own evaluation. Staff will review the evaluations and provide a safety net for those who would exaggerate their evaluation or exploit the situation. There are some that will do that but they are the exception rather than the rule. Our experience is that when people evaluate themselves they tend to be pretty accurate or maybe even critical. More importantly, because it is their evaluation, it means more to them. They begin to see and understand more clearly what they need to do differently so they can give themselves a higher evaluation. Students realize that they, not the Staff or others, are responsible for their progress. No one is holding them back. They begin to feel more empowered and motivated. Furthermore, once they complete the School, they will continue with the same Self Directed Program during their transition back to home.

The Students’ merits come from the Students’ self-evaluations on their Academic Progress, Classroom Citizenship, Overall Receptiveness, Relationships, Responsibilities, Reflections, and Review Meetings. A sample Student Merit Page is included in Appendix A for your reference.

The merit system places responsibility for progress and change squarely upon the Student. It emphasizes ownership, not just mechanics. In this system, we create an environment, and provide resources, whereby the Student is more keenly focused and aware of his or her own accountability in determining their results, thus encouraging the progress of your Student.

BONUS MERITS

Leader Awards

Students earn up to 12 merits for each day they serve as a Bunk Leader, Room Leader, or Staff Assistant.

Seminar Awards

Students earn up to 200 Merits for successfully completing the Elements I Seminar. Students earn up to 400 Merits for successfully completing the Elements II Seminar. Students can earn up to 100 Merits when they successfully staff any seminar with commendation.

Academic Awards

Students earn 100 merits for each full academic credit they complete. Students earn 50 merits for each half credit course they complete.

STATUS

Regular (Level 1): Students start out as Regular Status; Students at this status participate in the regular schedule or activities but must be with a staff member at all times. The lesson associated with level one is that the Student alone is responsible for his or her progress. Individual behavioral choices determine the length of time spent with no privileges.

Achievement (Level 2): **Students advance to Achievement Status when they have accumulated 200 Merits.** Achievement Status Students are able to enjoy the full salad bar with their regular meals. Achievement Status Students may have candy on the weekends.

At level two, students are eligible to become bunk leaders. Bunk leaders are responsible for making sure their buddies are following the rules. They are expected to set a good example and to call out their peers when they see rules being broken. Bunk leaders are given the opportunity to earn extra points for leadership. The lesson of level two is that the Student's behavior affects not only the individual but his or her peers as well.

Advanced (Level 3): **Students can advance to Advanced Status when they have accumulated 1,000 Merits,** have successfully completed the Elements I Seminar, and have been approved by the Staff and the Student Council. They must be "voted up" by the Advancement Committee (compiled of Students and staff.) Advanced Status Students have all of the Achievement Status privileges, plus they may attend two special on-grounds activities per month. Advanced Status Students can receive phone calls

from their Parents twice a month as arranged with their Family Rep.

At level three, Students are eligible to become Room Leaders. Room leaders are basically bunk leaders for their entire dorm room. They are expected to be role models and are responsible for making sure the entire room follows the rules. The lesson learned is that individual behavior affects the entire family.

During Regular to Advanced Status, the Student is preparing and moving into "success mode". The focus is on the mechanics of the Program – following the rules and doing what it takes to get points. The Service to High Honor Status will take more time, as that is where leadership is truly developed and internalization occurs. Students at Service Status or higher are evaluated as all other statuses. Upper-level Students are all leaders. There are no bunk leaders or room leaders for Upper-levels. They are expected to be responsible for themselves and each other.

To earn leadership points, the Students are evaluated on: example to other Students; influence on other Students; assistance to Staff; and upholding standards. Students receive a rating in each of these categories with a point value as follows:

Exemplary = 3 points

Good= 2 points

Some Improvement Needed= 1

Unsatisfactory= 0

Staff Correction= -3 points.

Service (Level 4): **Students can advance to Service Status when they have accumulated 2,400 Merits**, have successfully completed the Elements II Seminar, and have been approved by the staff and the Student council. Service Status Students start over with 0 points and must earn 1600 merits or more to move to Honor Status. Service Status Students have all the privileges of lower statuses, plus two additional special on-grounds activities per month.

Service Status Students may be allowed to participate in certain off-grounds activities or community service projects. They may take free periods during the day. Service status Students are free to use the weight room. Service Status Students have the opportunity as well as the responsibility of participating in the Youth Leadership Program. This requires the Level 4 Student to function as a Staff Assistant. Service Status Students are eligible for family day visits. Students must always let staff know what they are doing. The Student will be allowed three home phone calls per month as arranged through the Family Rep.

Level 4 is called Service Status because the Students learn the value of serving others. The lesson of this level is that individual behavior not only affects the individual, friends and family, but the community at large. Students at this level have the opportunity to give back to their school and the community through service projects. They begin to see that their actions can have a positive and meaningful impact on others and the world around them.

Honor (Level 5): **Students can advance to Honor Status when they have accumulated 1600 Merits** and have been approved by the staff and the Student council. Honor Status Students start over with 0 merits and must earn 1600 merits or more to move to High Honor Status. Honor Status Students have all the privileges of lower statuses as well as the responsibility of functioning as a Staff Assistant.

Honor Status Students have two off-grounds activities each month. Honor Status Students are eligible for overnight visits within the vicinity of the School. Honor Status students are eligible to attend the Parent Weekend II Seminar. Students enter the Internalization phase and begin to apply the lessons learned to real life. The focus of the Students' Program begins to shift to reintegration into the home. Four weeks after the Honor Status Student graduates the Parent Weekend II Seminar, he or she becomes eligible for home visits. The Student will be allowed four home phone calls per month as arranged through the Family Rep.

At this point in the Program, the Student enters the internalization phase and begins to incorporate the lessons learned on previous levels into his or her "real life." Increased productive communication with the Parents and a strong definition of the family values help the Student make a conscious choice to continue making positive changes because he or she wants to – not just to get home.

High Honor (Level 6): **A Student can advance to High Honor Status when he or she has accumulated 1600 Merits and has staffed two seminars with commendation.** Students can staff any combination of the seminars. High Honor Status Students have all the privileges of lower statuses as well as the responsibility of functioning as a Staff Assistant.

High Honor Status Students have two additional off-grounds activities each month. High Honor Status Students are eligible for

home visits. The Student will be allowed four home phone calls per month. High Honor Students may apply for home internalization and must participate in home internalization to be considered for graduation. Students may apply for graduation when they have accumulated 1000 merits, but are not eligible to attend the graduation ceremony until they have received total of 1600 merits.

Level 6 is the testing ground. Students spend most of their Level 6 experience transitioning home. The Student will spend most of Level 6 in your home using the School as support. This is the most difficult level. Your child will have to choose this new life in the real world. Staff will not be there 24 hours a day to tell them they have broken a rule, and the consequences are be much more serious than a piece of paper and a loss of points. By this time in the Program, your Family will have the tools necessary for successful reintegration.

PROBATION:

Students at Advanced through High Honor Status may, and probably will, go on probation from time to time. During probation, Students have all the privileges and responsibilities of an Achievement Status (level 2) Student for seven days. Advanced Status (level 3) Students create probation by earning two category 3 consequences, two category 2 consequences and one category 3 consequence, or four category 2 consequences in one week. These combinations of consequences result in losses of 100 Merits. Any staff-corrected consequence will automatically place the Student on probation.

Service Status or higher (levels 4 through 6) create probation by losing 75 merit points in one week. An upper-level Student will go on probation if he or she earns three category 2 consequences, one category 2 and one category 3, or two category 3 consequences. Any staff-corrected consequence will automatically place the student on probation.

An explanation of staff-corrected consequences can be found on page 38 of this handbook.

Please refer to the Rule Violations and Consequences sheet in Appendix A. This sheet lists all consequences by category.

Students may create a second probation during their seven-day probationary period. If this happens, the original probationary period stops. The second probation begins immediately and will last for seven days.

Your Student may use the phrase, “I’m on dubs” from time to time. This means the Student has earned two category 2 consequences so far and is concerned about earning a third. Students refer to probation as “probe.”

Probation serves as a notice to the Students that they are slipping in their progress or need to make some changes.

SITUATIONAL PROBATION:

Administration may place a Student at Advanced to High Honor Status on probation in situations where the staff feels the Student is not making an honest effort to maintain the standards expected for his or her particular status. Unlike regular probation, there is no set length of time the Student will be on situational probation. The Student will start situational probation with all privileges and responsibilities of the status to which he or she is situated, and must vote up to the next level based on his or her results. Unlike a loss of status, the student is not required to earn a certain number of merits to vote up to the next level. The vote-up is based on the support of peers, Staff, and Administration.

For example, a level 5 Student is placed on level 3 situational probation. The Student will have all privileges and responsibilities of a level 3 student. Two weeks later, the Student may feel he or she has earned the support based on results in the facility to vote up to level 4. If the vote-up is successful, the Student will have all privileges and responsibilities of a level 4 student. A week later that Student could feel ready to vote back up to level 5. If this vote-up is successful, the Student is taken off situational probation and is back at the original status.

The Student will lose some or all of their privileges until taken off probation. Unlike a loss of status, the Student will not lose merit points and will continue to earn points on the original status. Using the example above, the Student situated at level 3 will continue to earn level 5 points.

The parents are notified of situational probation as soon as possible by the Family Rep or Administration. Students refer to situational probation as “sitch.”

LOSS OF STATUS:

When Students receive a loss of status, they drop to the appropriate status with the minimum amount of merits for that status. For example, if a Student on Honor Status (level 5) loses two statuses, he / she would go back to Advanced Status (level 3) with 1000 merits, which is the minimum amount of merits for Advanced Status.

The lowest the Student may be dropped is to Regular Status with zero merits. For example, if a Student is on Achievement Status (level 2) and loses three Statuses the

Student would move back to Regular Status (level 1) with zero merits.

Loss of status is most commonly called a drop. Students only drop by breaking rules. Students drop one status or level if they earn a 318 – facility misconduct consequence or fail to pass their academic track three weeks in a row. Category 4 consequences include a drop of two or three levels, depending upon whether the consequence is self or staff corrected. Students that violate category 5 rules will drop to Regular Status with zero merits (level 1, zero points).

INTERNALIZATION PHASE

Upon successful completion of the Parent Weekend II seminar (PW-II), Students will enter the Internalization phase of the program. Typically Students should be within 6 months of program graduation. The Internalization Phase should include a minimum of one successful home pass and home internalization for at least three months. This may be extended as long as necessary to achieve success. During the Internalization period, Students will have greater access to their family to continue the process begun in PW - II. Work begun in PW-II on the Life Contract will be continued, as will resolution of issues on the Family Plan. An essential part of the internalization phase is the home visit.

The home visit is one of the keys to prepare families for life after graduation. Home visits are a critical part of the internalization phase because they will provide opportunities for the practical application of the tools learned at Midwest Academy. Students and parents can apply what they have learned and see what is working and not working during their home visits. Families can work together to adjust their life contracts to have a real and working agreement ready when the Student is ready for home internalization and graduation.

LEVEL 5 INTERNALIZATION (level 5 intern):

Students with internalization privileges will be allowed to have more practical application opportunities while at Midwest Academy. Students will have more opportunities to provide service; for example, service at rest homes, community service projects, and Midwest Academy service projects.

Students will also be given more freedom on the facility to dictate their own schedule. Students are given the opportunity to simulate a college type schedule. Students are given the required classes to attend and Students are responsible for making their daily schedule and meeting their daily requirements. Midwest Academy feels this freedom is a huge benefit to the leadership program. It allows Midwest Academy to monitor how Students will respond to more freedom. This is a vital preparation for Students preparing to come home. The Students' use of free time and management of freedom are keys to the successful reintegration into the home.

HOME INTERNALIZATION:

Home Internalization is the last step of the Midwest Academy character-building program. The purpose is to fully put into use the skills and communication techniques learned at the school and to apply them in the home environment. The home internalization program will last as long as the parents feel it is needed. Generally, it will be the last three to six months of the family's program.

We have seen in the past that Students start to struggle at home at about two months. The honeymoon period wears off. Teens start breaking the little rules to gauge their consequences. They push the limits to test their parents. Parents begin to get relaxed on the family values and boundaries. Home internalization will give the family great opportunities to practice living the family values and following through with supporting one another in the Value frame.

Family Reps and Parents will essentially switch roles. Parents will report back weekly to the Family Rep. Family Reps will give feedback and assist in the bumps along the way.

Standards for consideration:

- Student must be at High Honor Status (Level 6) for a minimum of two weeks.

- Student must have a completed and approved Life Contract.

- Parents must have a solid exit plan in place.

- Parents and Student must sign the Home Internalization Agreement.

- Student must have Family Rep and Administrative approval.

Rules:

- Live life contract.

- Weekly phone calls with Rep (Student and parents).

- Daily points and evaluations using the merit system

- Student must continue to do reflections daily.

Please keep in mind that home internalization is not the same thing as program graduation. Though Students are living their life contracts, facility rules still apply. Students return home as a level 1 on their life contract, but they should be living Midwest Academy Level 6 standards and will continue earning Level 6 points towards program completion:

All previous status standards
Centered and grounded
Striving for excellence
Loving and caring
Still humble and learning
Good problem-solving skills
Does not support weaknesses

Students will be invited to attend graduation when they have earned 1000 Midwest Academy points on High Honor Status, but the Student must accumulate 1600 Merits (including 400 points for the approved life contract) to actually graduate. If parents do not support program graduation at that time, they can decline the invitation and home internalization will continue until the parents feel the Student is ready.

The Home Internalization Program is offered at a significantly reduced tuition rate. Even though your child will be living at home, there are costs associated with the enrollment that must be covered. Your Family Rep will still be very involved with your family during this time and still needs to be compensated. The Home Internalization Agreement, which you will receive when your child advances to High Honor Status, will include the rate of reduced tuition.

BASIC RULES OF CONDUCT

Students are to maintain appropriate manners. This includes refraining from rude behaviors, swearing, being loud and boisterous. It also includes please, thank you, and excuse me. Students should also refer to all staff as Mr. or Ms.

Students are always to be responsive to guidance and direction from the Chaperons, Teachers and other staff. Students should not through actions, words, gestures, or facial expressions communicate a lack of cooperation or a lack of respect.

Students are NOT to pass notes to each other at all, under any circumstances.

Students are NOT to give their home addresses and/or home telephone numbers to another Student and/or a staff nor are they to receive them from a staff or another Student.

Students are NOT to possess any other address at all besides their own home address

Students are NOT to possess any telephone and/or fax machine numbers or email addresses (even their own) whatsoever.

Students are NOT to gossip and/or rumor spread about other Students and/or staff, regardless of whether or not it is the truth.

Students are to talk respectfully about parents, staff, and other authority figures.

Students are NOT to make negative statements about other Students, staff, administration, the program, and the country or anything of the sort.

Students are NOT to do ANYTHING sexual with other Students and/or staff. This includes kissing, fondling, sitting on each other, two people sitting on a bed, two people in a facility bathroom, biting each other, etc. Use good judgment. If you have any questions, ask your staff.

Students are NOT to have inappropriate relationships with another student and/or staff.

Students are NOT to withhold information from staff.

Students are NOT to talk about drinking, drugs, or sex. Students are not to talk about "war stories" or brag about inappropriate experiences.

Students should NOT interrupt a conversation when someone else is talking.

Students should NOT involve themselves in other people's business.

Students may NOT eavesdrop.

Students should NEVER interfere with the staff's correction of another student.

Students are to be on time, whether it's to class or an activity or completing a job or personal responsibilities. These are all to be done in a timely manner.

Students are to follow the classroom structure.

Students are NOT to walk through the kitchen or go up to the door.

Students are NOT to touch or talk into the telephones without permission.

Students may NOT go to the bathroom until one half hour after they have eaten.

Students may NOT talk while in line for medication distribution.

Students may NOT be in the office hall area without staff present.

Students may NOT operate any office equipment.

Students are NOT to touch or talk into the staff walkie-talkies.

Students are NOT to touch or handle any of the staff's and/or school's records.

Students are NOT to put their feet up on any furniture.

Students are NOT to take food from staff (Midwest Academy and/or outside food).

Students are NOT to eat in any room besides the cafeteria and are NOT allowed to have gum under any circumstances.

Students may have a water bottle, but it must only be filled with water and nothing else.

Students are NOT to break confidentiality of group, seminar, or any other private activity.

Students are NOT to sit against the fence or look out of the cracks in the fence.

Students are to speak and write in English only. Foreign language classes are the only exception.

Students may discuss with staff (in private) concerns about staff directions or interactions. The Students may also request a conference with the staff member and his or her supervisor to work out any problems.

Students are always to be kind to each other. Students should not degrade other Students by unkind words, actions, or gestures. Students may request a conference with the Student and staff member to work out any problems or potential problems.

Students are to dress and groom conservatively (without extremes).

Students are to take proper care of their bodies including: regular exercise, eating a balanced diet, etc. Students should not tattoo, injure, stress or mark their bodies.

Students should make an honest effort to participate in each of the daily activities and to cooperate with the Program. Students are to complete jobs and assignments in a timely and cheerful manner.

Students are to be respectful of property, whether it belongs to them, others, or the School. Students are not to lean on the facility walls, doors, chairs, or any other furniture.

Students are not to deface, mar, misuse or destroy property or personal belongings. This not only applies to intentional actions, but actions stemming from neglect or thoughtlessness.

Students are not to lend or borrow belongings of theirs or others.

Students are not to manipulate or use others for their own benefit. This includes, lying, cheating, deceiving or playing people off of each other.

Students should not ask a staff for a more favorable answer when one staff member has already told them "no". Students may not manipulate staff or other Students by saying "so and so staff let me do this or that".

RULE VIOLATIONS AND CONSEQUENCES

Any violations of these behavior standards should result in at least a Category 1 Rule Violation. Staff should apply consequences as outlined in the Rule Violation and Consequence Sheet. A copy of this sheet is provided in Appendix A for your reference. All rule violations are placed in categories ranging from 1-5 with 1 being the most minor violations and 5 being the most major. Each category has a predetermined set of consequences consisting of a combination of immediate

consequences along with follow-up consequences. All rule violations are coded by number for easy reference. Category 1 Rule Violations are numbered starting with 101. All Category 2 Violations are numbered starting with 201. All Category 3 Violations are numbered starting with 301 and etc. The first number in the code signifies to what Category of Rule Violation is being referred to. In the case of Category 1 Violations, each general violation is numbered while the specific incident is signified by a letter. When Students do not have enough merits to cover their demerits they automatically go to In School Suspension (ISS).

SELF-CORRECTION & STAFF-CORRECTION:

When a Student has a rule violation, staff will issue him or her appropriate consequence. The Student then has the option to self-correct. A “*self-correction*” is when Students take responsibility for their actions and outline better ways of dealing with that situation in the future. As a result, the consequence is significantly reduced. A copy of the Self-Correction and Staff-Correction form is included in Appendix A of this handbook.

The self-correct option is available for all consequences with the exception of a 212 – Trend. This consequence is issued when a Student has broken the same rule three times in one week. If the Student were truly accountable during his first or even second self-correction, there would not be a third. It simply does not make sense to allow a Student to be accountable for being unaccountable.

Staff-corrections are relatively rare and, with the exception of the Trend, are most often issued when Students are in resistance or having a really bad day. Staff-corrections are a red flag for our staff that the Student is struggling and needs more support.

Corrections should not be viewed as punishment, but as feedback.

.IN-SCHOOL SUSPENSION:

Students are placed on In-School Suspension (ISS) when they earn more demerits than they can cover with their banked merits. Students are able to earn the necessary points to make up the deficiency by listening to motivational tapes and /or writing essays about specific topics. Specific ISS procedures vary depending upon the needs of the wing. Your Family Rep will be happy to explain the procedure should your child be placed on ISS. Generally speaking, Students earn the necessary points and return to normal activity within one day.

OUT OF SCHOOL SUSPENSION

Students may be placed in out of school suspension anytime they are having a hard time coping with the normal structure of the School. Out of school suspension (OSS) is a place where Students with their bunk leader or other peer leaders and assigned staff can talk things over and sort through things away from the normal pressures of the School or their peers.

A Student can be placed in OSS at their own request or at the request of staff.

Procedure:

1. The Student and his/her bunk leader or other peer leaders go with an assigned Staff to an OSS room. The staff member and a bunk leader or upper level Student is assigned to provide the Student safety, supervision and care for basic needs, as well as offering insight and coaching to the Student.
2. Student's Family Rep will be notified and the Family Rep will contact the Parents. The Family Rep will give the other Staff instruction regarding the specific incident or insight about an issue the Student may be dealing with. If the Family Rep can't be contacted, a shift leader or wing supervisor will contact the Parents.
3. Discussions with the Student include giving coaching and sharing lessons and insight from the staff and Student leader's experience, as well as discussing the Student's choices and the effects of each choice. If a Student chooses not to talk while in out of school suspension, the staff should respect that choice. Discussions should not be confrontational but calming in nature.
4. All discussions shall be suspended should bathroom needs or meals arise. The Student shall remain under the direct supervision of the Staff and peer leader while these needs are accomplished.
5. Before returning the Student to ISS or any other assigned activity, the Student is required to write a 1,000 word essay on what their goals are for the rest of the day.

PHYSICAL INTERVENTION

Midwest Academy is designed to minimize the need for the physical restraint of a Student; in fact, most Students will go through School without ever needing to have physical intervention. However, we do work with highly oppositional

Students who can, at times, be volatile, confrontational, resistive and aggressive, making the need for physical intervention sometimes unavoidable. Staff is only authorized to restrain a Student as a last resort when a Student needs to be restrained in order to protect themselves or others, to stop the Student from causing major damage to School property, or to stop a minor Student from running away. Staff are trained to use the least amount of force necessary.

The School is persistent in its efforts to succeed with every child. However, occasionally there are Students who are resistive in such a manner that they become a risk to the staff, themselves, the School, the environment, or to the other Students. In these few cases, when the Director determines that a Student has reached that point, parents agree and understand that the School will no longer be able to work with that Student. The School will, however, work with the parents to recommend options and alternative placement on an expeditious basis.

ZERO TOLERANCE POLICY

Midwest Academy has a **zero tolerance policy** against acts of violence and physical aggression as well as other dangers severely disruptive or extremely defiant behavior exhibited by any Student. These behaviors are not tolerated at Midwest Academy:

1. Students who are physically aggressive or seriously threaten other Students, Staff, or property
2. Students who have to be physically restrained for their own safety or the safety of Others
3. Students that require Staff one to one intervention for longer than 8 hours or have numerous episodes requiring Staff one to one intervention over a period of three days or more.
4. Students who leave or are intently determined to leave the facility without permission.
5. Allows negative role models for new or impressionable Students
6. Influences other Students to similarly misbehave or act out

Therefore, any Student exhibiting these types of behaviors will be immediately expelled from Midwest Academy. Students who have been expelled under the zero-tolerance policy are asked to leave the school immediately. Midwest Academy may recommend an alternative location** chosen by the parents. Transportation to a new facility is the parents' responsibility.

****Midwest Academy recommends that parents contact Parent Support Services to seek out further options and locations that may be suitable for their Child. Each zero tolerance situation is unique and Parent Support Services will work with you to find an additional resource for your family as quickly as possible.**

COMPLETION

The best results can be realized when you are committed to having your child complete all phases of the Character Building Program.

Criteria for completing the Character Building Program:

1. The Student successfully completes each of the Seminars. All phases of the Parent Weekend Workshops must be completed.
2. The Student staffs a minimum of two seminars. Staffing the seminars provides the Student an opportunity to review, reinforce and assimilate the concepts taught in the seminars.
3. The Student successfully completes all statuses. Each Status is earned by hard work in character building courses, academics, seminars, and a physical fitness Program.
4. The Student, to the satisfaction of his/her parents and Family Rep, resolves any and all issues that would impede a successful return to the family and home.
5. The Student demonstrates follow-through and that new habits have been formed.
6. The Student completes at least one successful home visit.
7. The Student has functioned as a youth leader both as a Bunk Leader and a Facility Leader. The Youth Leadership Program is the part of the Program that results in the most growth for the Student.
8. The Student has successfully completed all criteria of the Internalization Phase.
9. The Student has fully absorbed the home internalization process and has demonstrated, both in motivation and action, that he or she is truly ready to rejoin the family.

ALL OF THESE CRITERIA SHOULD BE MET!!!

BILLING

To ensure the best possible service to you in all aspects of our School, we want to clarify our billing procedures.

Approximately three weeks before your assigned billing due date, you will receive your monthly bill. **If we haven't received your payment by the fifth day past the due date, you will automatically be disqualified for the cash-in advance discount** (See the Cash-In Advance Addendum #1 in Enrollment Agreement). At that time, your monthly fees will revert to \$145 per day as explained in item #5 in the Enrollment Agreement. You will also be assessed a 1.5% late fee following the fifth day past due. Any payment more than two weeks past due is considered delinquent. **At that point, we will no longer be able to continue our services, and arrangements will have to be made to bring your child home.**

In addition to monthly tuition, the parents agree to pay for the following expenses incurred by the child (See Enrollment Agreement Item #6). Such expenses will be billed to the parents as they occur:

1. Medical, dental, orthodontic, optical, urinalysis, medication, lab work, etc. (see the list of fees on the next page)
2. Transportation to or from the School for any reason (see the list of fees on the next page)
3. Clothing (Uniform fee paid one time only)
4. Laptop Computer (1 year manufacturer's warranty)
5. Supervision and Transportation costs for special needs or activities that are separate from the regular Programs of the School (i.e. doctor & dental appointments, travel to and from airports, involvement with local high school sports)
6. Any additional counseling costs requested by the parent outside the recommendation of the program.
7. Other expenses related not otherwise provided for as needed.

Below is a list of additional transport fees that may be charged. These fees will not be charged to you without your prior knowledge or permission.

Doctor Run Fees by City:

Keokuk, IA	\$50
Ft. Madison, IA	\$75
Kahoka, MO	\$75
Hamilton, IL	\$75
Warsaw, IL	\$75
Carthage, IL	\$75
Burlington, IA	\$100
Quincy, IL	\$100
Iowa City, IA	\$200

Transports to airports/train stations/bus stations ONE WAY fee:

Chicago	\$300
St. Louis, Des Moines, Peoria	\$250
Cedar Rapids, Iowa City, Moline	\$200
Quincy, Burlington, Macomb, Mt. Pleasant	\$100

Transport to ACT test:

SCC, Keokuk, IA	\$30
-----------------	------

These fees are based on different factors including sub-contracting staff for the transport, gas and vehicle maintenance and insurance.

**** All transport fees are subject to change**

APPENDIX “A”

FORMS

Midwest Academy

I am committed to the following:

- 1. I expect my child to complete all phases of the School's Character Building Program. Hopefully this will be done as quickly as possible, but I am committed to this process, regardless of time frame.**
- 2. If ever expelled from the School, I will transfer my child to an appropriate alternative. While this may delay my child's return home, it will not deter my commitment to have my child finish whatever school or Program my child is enrolled in.**

Again, I am committed to the completion of the Character Building Program and would like you to relay this to my child as soon as possible.

Parent Name Printed

Parent Name Signature

Resident Grievance Form

Student Name _____ Family Rep. _____

Date _____

Student's Family _____ Date consequence was
issued _____/_____/_____

I am filing this grievance for a consequence I received. YES NO

If "YES" what was the code and category of the consequence given? _____

What staff member gave me the consequence? _____

To insure that points are awarded back and situations are investigated properly Students need to fill out their grievance completely and accurately. Failure to do so will indicate to those who review the grievances that it is not a priority to you as a Student

Answer the following question: **1. How was I treated unfairly or shown disrespect?** (please give **specific** details)

I think an appropriate solution would be:

Date _____ **Do not fill in any information below this line**

Investigator _____

Does the investigator feel that the consequence should be removed or altered? YES NO

YES

Investigation notes:

Does the Student want to appeal the decision of this investigation? YES NO

Investigator's Signature _____

Student's Signature _____

Self Correction Form

Student Name: _____ Family: _____ Room: _____

Date:_____ Time:_____ Code_____

How am I taking responsibility for the following rule violation?

How is this a pattern for me? Where has this shown up in my life in the past?

In the future I will take the following action(s) to correct my rule violation:

Student Signature_____ Date__/__/__

Staff Name _____ Date ____/____/____

.....

Staff Correction

Student Name: _____ Family: _____ Room: _____

Date: _____ Time: _____

Rule Violation:

[illegible]

Staff Signature_____

Rule Violation and Consequence Sheet

CATEGORY OF RULE VIOLATION	REGULAR CONSEQUENCES	SELF CORRECTION
CATEGORY 1:	25 Demerits	5 Demerits
101 Rude Act 101(a) Intentionally Passing Gas 101(b) Burping Out Loud 101© Spitting 101 (e) Blurting Out 102 Rude Manners 102 (a) Interrupting 102 (b) Loud and Boisterous 102 © Crowding 102 (d) Interfering 102 (e) Not saying please, excuse me, etc. 102 (f) Eating with mouth open 102 (g) Reaching 103 Rude Comments 103 (a) Crude or Grotesque Remark 103 (b) Rude comments about the Program 103 © Rude comments about parents 103 (e) Rude comments about Authority Figure 104 Inappropriate Comments 104 (a) Talking about Drugs 104 (b) Talking about Drinking 104 © Talking about Sex 105 Unsatisfactory Effort 105 (a) School 105 (b) Job assignment 105 © Fitness 105 (d) Personal Growth Course 105 (e) Group Activities 105 (f) Line Structure 105 (g) water bottle neglect 106 Unsatisfactory Attitude 106 (a) Gestures 106 (b) Facial Expressions 106 © Words 106 (d) Whining 106 (e) Temper Tantrum 107 Late 107 (a) Late to Class 107 (b) Late to Activity 107 © Late Completing Assignment 108 Unsatisfactory Inspection 108 (a) Bed 108 (b) Belongings 108 © Room 108 (d) Grooming / Hygiene 109 Manipulation 109 (a) Lying or Exaggerating 109 (b) Saying Another Staff Lets Me 109 © Getting permission when told no		

110 Horseplay 110 (a) Wrestling 110 (b) Tackling 110 © Shadow Boxing 110 (d) Pushing / Shoving 110 (e) Water Fights 110 (f) Throwing Objects 110 (g) Play Karate 111 Dress Code Violation		
CATEGORY 2:	50 Demerits & 10 ISS Points	25 Demerits
201 Disrespect to A Peer 202 Disrespect to Staff 203 Disrespect to Property (banging on walls etc.) 204 Disrupting School or Group 205 Dishonesty- by omission/cover-up 206 Not Following Directions 207 Breaking Confidentiality 208 Gossip/Rumor Spreading 209 Out of Area 210 Unauthorized Communication With Other Student 211 Violating Rules that are unique to the facility 212 Trend 213 Neglect (personal item, responsibility, etc) 214 Did not Pass track (week 1) 215 Unnecessary items on the facility 216 Off task exp. Off task talking while doing an assignment 217 Negative Attitude 218 Swearing		
CATEGORY 3:	80 Demerits & 20 ISS Points	50 Demerits
301 Major Rude Act 302 Major Horse Play 303 Shutdown Violation 304 Petty Theft 305 Violation of Visit 306 Major Mischief 307 Defacing (Restitution.) 308 Blatant Rule Violation 309 Negative Attitude – Major 310 Runaway Talk 311 Major Dishonesty 312 Academic Deficiency 313 Physical Intimidation (Bullying) 314 Major Disrespect 315 Illegal Items 316 Lending/Borrowing 317 Sexual Misconduct 318 Facility Misconduct 319 A-Did not pass Track (Week 2) 319 B-Did not Pass Track (week 3) 320 Major Out of Area (ex: Being alone)	Facility Misconduct - loss of one Status Not passing track three weeks in a row will result in the loss of one Status	
CATEGORY 4:		
401 Insubordination / Major Misconduct 402 School/Activity Removal	Loss of 3 Statuses with minimum merits	Loss of 2 Statuses with

403 In School Suspension Removal 404 Refusal 405 Theft 406 Vandalism (Restitution) 407 Fighting 408 Tattooing/Piercing/Disfiguring 409 Cheating in School 410 Shave Head / other 411 Layering 412 Runaway Plans	50 ISS Points	Minimum merits 30 ISS Points
CATEGORY 5:		
501 Tobacco 502 Alcohol/Drugs 503 Disruptive Removal 504 Serious Misconduct 505 Run Away 506 Out of Control 507 Self Inflicted Injury	Move to Regular Status with Zero Merits 80 ISS Points	Move to Regular Status with Zero Merits 60 ISS Points

If a Student does not have the merit points to use for the demerits, the Student will go to ISS automatically

Sample Merit Worksheet

Merit Worksheet

Goto: 

Student: Aatest Aatest
School Grade: ?
Status: Regular

Family: Excellence
Family Rep:
Title: Bunk Buddy

Grand Total: 4

◀◀◀ Week Before 2-15-2010 to 2-21-2010

3 = Exemplary 2 = Good 1 = Slight Improvement 0 = Unsatisfactory -3 = Staff Correction

Click © To View: © = Comments © = No Comments	Monday ©		Tuesday ©		Wednesday ©		Thursday ©		Friday ©		Saturday ©		Sunday ©	
	SELF	STAFF	SELF	STAFF	SELF	STAFF	SELF	STAFF	SELF	STAFF	SELF	STAFF	SELF	STAFF
RECEPTIVES														
Attitude	2	OK												
Cooperation	2	-3												
RELATIONSHIPS														
Staff	2	OK												
Peers	2	OK												
RESPONSIBILITIES														
Room & Chores	1	OK												
Dress & Grooming	3	-3												
REFLECTIONS														
Participation	1	OK												
REVIEW MEETINGS														
Participation	2	OK												
SELF TOTAL	15													
STAFF TOTAL		-6												
SUBTOTAL	9													
TOTAL MERITS														
TOTAL MERITS	9													
CREDITS	0		0		0		0		0		0		0	
DEMERITS		-5		0		0		0		0		0		0
BUNK ASSISTANT	0													
DAILY TOTAL	4													
STATUS	Regular													
GRADED BY	Kim													
GRAND TOTAL	4													

**CONSENT FOR SERVICES
SOCIAL WORK DEPARTMENT
MIDWEST ACADEMY**

Permission is hereby given to provide treatment services to _____, a minor child placed at Midwest Academy.

I understand that in order to promote quality of services a multidisciplinary team, which may include a psychiatrist, psychologist, social worker and/or other qualified mental health professional, may review the treatment plan.

I further understand that services may be terminated if my child or I fail to comply with the treatment recommendations.

By signing this consent I attest that I am custodial parent and/or legal guardian of the above named minor child. If requested, I agree to provide documentation verifying the custody status of my child receiving treatment services.

I acknowledge that there may be additional charges for these services which are not included in the regular monthly fees paid to Midwest Academy. Midwest Academy makes no assurance that these charges will be reimbursed by the health insurance coverage maintained by the family.

I acknowledge that federal and state laws authorize or require the release of certain information under certain circumstances, including suspected child abuse, suspected dependent adult abuse, or to duly warn of a threat of violence.

Parent or Guardian names:

Print	Signature	Date

Print	Signature	Date

MWA Student name:

Print	Signature	Date

Witness of MWA Student signature:

Print	Signature	Date

**CONSENT FOR SERVICES
SUBSTANCE ABUSE DEPARTMENT
MIDWEST ACADEMY**

Permission is hereby given to provide treatment services to _____, a minor child placed at Midwest Academy.

I understand that in order to promote quality of services a multidisciplinary team, which may include a psychiatrist, psychologist, social worker and/or other qualified mental health professional, may review the treatment plan.

I further understand that services may be terminated if my child or I fail to comply with the treatment recommendations.

By signing this consent I attest that I am custodial parent and/or legal guardian of the above named minor child. If requested, I agree to provide documentation verifying the custody status of my child receiving treatment services.

I acknowledge that there may be additional charges for these services which are not included in the regular monthly fees paid to Midwest Academy. Midwest Academy makes no assurance that these charges will be reimbursed by the health insurance coverage maintained by the family.

I acknowledge that federal and state laws authorize or require the release of certain information under certain circumstances, including suspected child abuse, suspected dependent adult abuse, or to duly warn of a threat of violence. I also understand that any disclosure made is bound by Part 2 of Title 42 of the Code of Federal Regulations governing confidentiality of alcohol and drug abuse patient records and that the recipients of the information may re-disclose it only in connection with their official duties.

Parent or Guardian names:

_____ Print	_____ Signature	_____ Date
----------------	--------------------	---------------

_____ Print	_____ Signature	_____ Date
----------------	--------------------	---------------

MWA Student name:

_____ Print	_____ Signature	_____ Date
----------------	--------------------	---------------

Witness of MWA Student signature:

_____ Print	_____ Signature	_____ Date
----------------	--------------------	---------------

Midwest Academy

Off Ground/Home Pass Ground Rules

ALL STUDENTS MUST BE IN UNIFORM WHEN THEY LEAVE AND WHEN THEY RETURN.

**HOME PASS INFO: () MEDS () STUDENT ID () TICKETS
() LIFE CONTRACT () TRAVEL ITINERARY**

Driver's Signature

Date

Dorm Parent's Signature

Date

OFF GROUNDS

WHO YOU MAY GO WITH: Family member you will be living with when you go home. **NO FRIENDS.** You are under 100% supervision!

WHERE YOU MAY GO: Strictly Keokuk Area (Service Status). We have a map of the area and will gladly give your parents one.

HOW LONG CAN YOU BE GONE: 9 A.M. (earliest pick-up) and Student **MUST** be within the facility walls (latest) **8 P.M. IN UNIFORM.**

HOME PASS

Please remember that this is valuable time to spend with your family. You will be under 24-hour family structure, this means that you should be keeping the same hours you do at Midwest Academy. Having chores to do and a schedule will also be beneficial.

OFF GROUNDS / HOME PASS RULES ALL PROGRAM RULES APPLY

NO TOBACCO

NO COFFEE

NO IMAGE CLOTHES

NO FRIENDS OVER

NO COMMUNICATION WITH FRIENDS

NO "R" MOVIES

NO FAXES

NO MANIPULATION ABOUT GOING

HOME OR SLEEPING OVER (Level 4)

NO FOOD, CANDY, GUM OR DRINKS TO
BE BROUGHT INTO THE FACILITY

NO DRUGS/PARTIES

NO MTV

NO DRIVING

NO PHONE CALLS

NO CLUBS/DANCES

NO INAPPROPRIATE MUSIC

NO INTERNET OR EMAILS

NO PERFUME OR COLOGNE (unless High
Honor)

NO CD'S, MAGAZINES OR TAPES TO BE
BROUGHT BACK TO THE FACILITY

******FOCUS ON******

Family Structure, sharing progress, hopes, dreams, changes, and your own issues as well as family issues. If your life contract is in the making, **WORK ON IT!! LIFE CONTRACT IS A MUST!**

Please keep in mind that your **FAMILY** is the priority. This OFF GROUNDS/ HOME PASS visit is specifically for **FAMILY TIME**. Family is the **FOCUS**. Have a lot of fun; enjoy yourselves and your time with your **FAMILY**.

Any breach of this contract will result in a **CAT 3** minimum, or if otherwise outlined in the Student Manual-example-smoking is a CAT 4. All consequences apply: loss of points and/or level(s) and ISS.

LOSS OF LEVEL IF THIS IS NOT SIGNED BEFORE YOU LEAVE.

On the back of this contract set 3-5 goals you want to accomplish on your visit.

Student Signature

Date

Parent Signature

Date

VISITATION GOALS SHEET

NAME: _____

REP: _____

The primary goal of visits with your child is to build upon the communication skills that you have learned through your seminar work thus far. You will now use these tools to break through the barriers that held the relationship back at home. It is important to use this as an opportunity to get work done! Please complete the following questions and use this information as a guide to assist you while enjoying your time with your child.

What are 3 specific issues that you plan on addressing this visit?

Where are you at with your PW goals and completing them? Are you going to set new ones? If so, what are they?

Please answer at the completion of your visit

Did you address all of the issues that you had stated? If not, please state what got in the way.

Did you, your child, or any member of your family have a break down? If so, how did you work through it, and how did your child respond?

Please list any information that you would like passed on to your family representative.

If you brought any new items back to the facility, please list them.

List of Recommended Gifts

The following list is the Midwest Academy approved gift list for lower levels. This list is applicable for Christmas and Birthday packages. Any other packages should be approved by the family rep before sending to the facility. Students that are Service (level 4) through High Honor(level 6) have more privileges on the facility and are allowed more items than what is listed below.

- One gift box per student.
- The size limit on the gift box is regular shoe box size (approximately 12" x 12"); anything bigger than this will not be accepted
- Please ship your child's box 3 weeks before their birthday or Christmas
- Any other items not listed or approved by the family rep ahead of time will be sent home at the parents expense or donated to the Academy
- **Parents should not send food for an entire family.** They can send enough to be eaten when the package is opened. For example, a candy bar or a snack that can be eaten on the child's birthday.

Please send your child's Birthday/Christmas box to:

Midwest Academy
Attn: Birthday/Christmas Box/Name of Family Rep/Your child's name
2416 340th St
Keokuk, IA 52632

REGULAR – ADVANCED STATUS

Family/Pet photos	PSAT discs
Face Wash	Wash Cloths
Candy/treats	Bookmark
Toothpaste	Specialty Shampoo/Conditioner
2 books	Deodorant
Mouthwash (must not contain alcohol)	White socks
Pajamas; only bright colors, no black	Vitamins
Soap Holder	Stationery Paper
Pillow case with family picture	Shower Sandals
Toothbrush Holder	Blanket
Letters	Chapstick (unflavored)
Towel	Sheets
Hand Towel	Watch; Level 3 & above (small & with no glass)
PACT discs	Electric Razor
	Non-scented lotions
	Photo Albums

SERVICE STATUS:

May have any of the above items.

Girls may have makeup

May have jewelry (nothing expensive or of great sentimental value)

May have a clock

HONOR STATUS:

Any of the above

Head phones / CD player (NO IPODs or CDs from home are allowed)

Girls may have subtle nail polish (No extremes and no glitter).

HIGH HONOR STATUS:

Any of the above

CHARACTER BUILDING PROGRAM

STUDENT & PARENT COMPLETION CHART

STUDENT

FAMILY

PARENTS

New Journey Home ___/___/___

Home Internalization ___/___/___

Finish Life Contract ___/___/___

Support Life Contract ___/___/___

2nd Home Pass (7 days total) ___/___/___

High Honor Status ___/___/___

Staff ___/___/___

Staff Teen Seminar ___/___/___

Internalization ___/___/___

1st Home Pass (7 days total) ___/___/___

Value Living ___/___/___

Value Living Seminars ___/___/___

___/___/___

___/___/___

___/___/___

___/___/___

___/___/___

___/___/___

___/___/___

___/___/___

Parent Weekend II ___/___/___

Staff ___/___/___

Honor Status ___/___/___

Staff ___/___/___

Staff Adult Seminar ___/___/___

Service Status ___/___/___

Elements II ___/___/___

Staff Adult Seminar ___/___/___

Advanced Status ___/___/___

Parent Weekend I ___/___/___

Elements I ___/___/___

Elements II ___/___/___

Achievement Status ___/___/___

Elements I ___/___/___

Entry Date ___/___/___

APPENDIX “B”

Seminars Overview

Seminars Overview

Midwest Academy offers a unique aspect to creating a whole and healthy family through the use of highly-effective personal seminars for Students and parents. The following information will give you detailed seminar information, placement of seminars in the overall flow of the program and the value of the various seminars.

As your family advances through each stage of the process, remember that this is a results-based program, not time-based. Don't let occasional backward steps discourage you. Let's get started.

STUDENT SEMINARS

• Elements I (two days)

Purpose: To inspire participants to see clearly who they are and the unlimited potential they possess by shedding limiting beliefs about themselves and setting goals that will lead to a more fulfilling and productive life.

We will focus on these key points:

1. What are your dreams?
2. What are your motivations?
3. Are your actions getting you closer to your dreams?
4. Identifying restrictive beliefs
5. Letting go of old baggage.
6. Improving your belief structure.
7. Road map your future.

In the Seminar we will go over real situations and see what patterns are established with certain behaviors and establish the rules and processes for good vs. bad communication. We will look back at dreams and what affects them, how our motivations control our behavior. We will look at our belief structures and how we perceive ourselves and make a road map to achieve our goals.

Your Student becomes eligible for the Elements I seminar immediately upon enrollment in Midwest Academy. The seminars are generally scheduled 8 weeks apart. Depending upon your child's date of enrollment in relationship to the seminar schedule, your child could go to the seminar the day after arrival at the school. On the other hand, it could be up to eight weeks before entering the seminar itself. If your child is not able to go directly into the Elements I seminar, he will join a peer support group or "community" to prepare for the seminar.

This seminar requires Students to deal with the issues that brought them to the program. It is their first step into beginning a process of connecting problem behavior and the work which must be done within the program to make changes in their life. This seminar lays the foundational concepts for continued work within the program.

In order to graduate Elements I, Students are required to deal with issues, participate, and to be direct and honest. Students may complete Elements I the first try, but some do not. As the parent you must understand the seminars are effective when your Child is willing to work, not just sit through them. Before moving to other seminars, your Child must complete Elements I.

If a Student Chooses Out during Elements I, that Student will be refocused on the work that needs to be accomplished during the next 7 weeks to gain entry into the next Elements I seminar. The Student will join an Elements I Community. This community consists of Students who have not had the opportunity to enter the seminar as well as those who have chosen out.

It is important that you understand and support the Choose Out concept. If your Child chooses out, you must let him or her know that real change is required before he or she can come home. Real change requires evidence; choosing out of a seminar is not evidence of working the program.

Once your Child graduates Elements I, he or she will become part of an Elements II Support Community for the next 7 weeks. This support group will assist in reinforcing the principles of Elements I and prepare the Student to utilize the Elements II seminar to its fullest. As part of the Self Directed Program, your Child will do an evaluation of his or her participation in Elements I and may earn up to 200 points. There is a formal rating sheet for this evaluation. Your Family Rep will have this after the training as well as other report sheets filled out by the staff and trainer. If your Child receives a point total of 130 or above, this indicates a solid job done in Elements I. The range of 90-130 is average, a good job but not pushing themselves. A score of 90 or below indicates just getting through. The score will give you an indication of how hard your Child worked the seminar.

● Elements II (three days)

Purpose: To place into action goals and beliefs that lead to a more fulfilled lifestyle.

We will focus on these key points:

1. Raising standards to support our beliefs.
2. Replacing “should haves” with “have dones”.
3. Applying the principal of giving back.
4. Learning balance and rejuvenation.

In Elements II we practice giving honest feedback and proper confrontation techniques. We will also address how raising our standards affects not only us but all in our sphere of influence. We will make short-term goals on changing poor habits with new productive ones. Find ways personally to give more than we receive and finding a balance in our life that nurtures regeneration and happiness.

Your child will attend Elements II after successful completion of the Elements I seminar. Generally Elements II is 8 weeks after Elements I.

The standard for participation is much higher in Elements II than in Elements I. To be effective, Students need to be beyond compliance and looking good for the Program or Parents. Many Students do not graduate Elements II on their first attendance. This is not surprising. Your Child should be very near or ready to move into the Leadership Phase of the program upon graduation from Elements II. It is critical they work the Elements II seminar so that their time in the Upper levels is productive.

Attendance at the Elements II seminar depends on the Student's work within the Program. Your Child must be recommended to Elements II by your Family Rep, the Community Group leader and your Child's family/group. If your Child is not recommended to Elements II, he or she will rejoin the Elements II Support Community. As in Elements I, your Child will evaluate his or her participation in the Elements II seminar. The maximum number of points that may be earned from Elements II is 400 points.

- **Value Living Seminars (1-day workshops)**

Purpose: To create a follow up on goals made as well as learning new skills and tools to effectively and productively live a value-centered life.

These are a series of workshops geared for upper-level Students. The focus is to develop skills that assist in enhancing family and peer relationships. Additionally, your Child will be given the opportunity to measure the degree to which they are honoring their values. No points are given for Value Living workshops. Upon completion, your Student will receive "perfect" scores for the day so participation in the seminar will not negatively affect merit points.

There are six different Value Living workshops that Students are eligible to attend. These focus on skills such as communication, addictions, openness, and integrity. Your child will attend Value Living workshops upon achieving upper level status in the program. During the time spent as an Upper status, the teen must attend a Value Living workshop whenever one is scheduled. By the time Students enter the Value Living seminars they should be consistently working the program.

- **Support Communities**

After completion of each seminar your Child will join a Support Community. This support group includes a workbook to assist the teen in practicing the concepts obtained in the seminars. To be eligible for the next seminar Students must gain the support of the support group coordinator, Family Rep, and other senior adult staff who work with your Student. If your Child fails to do his or her work during the month, he or she may not be supported into the next seminar. The seminars are only valuable if the Students are willing to work in them. Please do not ask the facility to put your Child into seminars if he

or she is not recommended. It is important that you hold your Child accountable. The only reason for a lack of recommendation is because of resistance to working the program. Support your Child by expressing that you expect him or her to work the Program, not give excuses.

● **Choosing Out of a Seminar**

Once your Student enters a seminar, he or she must continue to work the seminar material. If the facilitator does not experience the Student working the seminar, the facilitator may declare that the Student has “chosen out” of the seminar. The term Choose Out is important. Your Child will be given MANY opportunities in the seminar. The facilitator will give him coaching and warnings if the facilitator does not experience the teen actively participating in the seminar. The facilitator determines that the Student is making a choice of non-participation and is wasting the time of the facilitator and every other person in the room. The responsibility lies with the Student – not the facilitator. It is important that, should the need arise, you hold your Child accountable.

It is never one item that signals to the facilitator that your child is “choosing out”. For example, while you may hear from your teen the “trainer kicked me out because I did not finish my homework,” this is not accurate. *Hold your Child accountable for her choices in the seminar.* Ask about the group purpose and his or her choices in the seminar. Ask what other warnings, coaching or feedback he or she was given during the seminar. A Choose Out Sheet will be created for each Student upon leaving the seminar so the Family Rep and the parents have a better understanding of the behavior being exhibited by the Student. There are valuable lessons for the Students in choosing out. So keep in mind, choosing out is not necessarily a setback. Discuss it with your Family Rep.

● **Student Staffing**

Students will be allowed to staff the Student Elements I and Elements II seminars upon achieving upper-level status (level 4 and up). This is a key part of Midwest Academy’s leadership program. Staffing is an opportunity for your Child to internalize the concepts of the seminars by serving as a “buddy” to new Students participating in the seminars. This leadership opportunity is invaluable in the development of a solid sense of self-confidence. This in turn will assist the Student in dealing with his peer groups when he returns home. Service in the seminars is a part of the program that will assist your child in forming boundaries and to stand firm rather than “follow the group.”

Upper-level Students may also staff Parent Weekend I if they have already completed it for themselves. The upper-level Students’ insights and experiences are of great value to the parents and the Students. Upper-levels often know when Students are not being “real” or truthful and can call the Student out. It is only when all parties are open and honest that real work can be done in the Parent Weekend workshops. An upper-level staffing presence is a tremendous asset to any seminar.

PARENT SEMINAR ELEMENTS

Technically, the parent seminars are an optional element in the total program. Realistically, they are indispensable. They are highly recommended for all adult family members. The total program involves ALL of the family. *The parent seminars are YOUR program.* They focus on YOU, as well as giving you insight into the program in which your Child is involved. The adult seminars give parents tools to create a new family dynamic. It is essential for you to be involved fully. While you cannot do your Child's program, your willingness to work and change sends a definite message to him/her.

You will want to attend ALL the seminars and workshops. The parent seminars are offered at Midwest Academy approximately every eight to ten weeks. Parent attendance at Elements I is strongly urged as soon as possible after enrolling your child in the program.

Your registration fee for all seminars is included in the cost of tuition. Parent Elements I & II and Value Living Seminars are open to all family members over 18 years of age. You must cover all your travel expenses associated with your attendance.

NOTICE: You do NOT need to attend any parent seminar to visit your child. You may visit your child once they reach Service Status (level 4) per the guidelines listed under "Visits" in the Parent Handbook.

IMPORTANT – Please read this before continuing:

These are not lecture-type seminars. You will be asked to interact with large and small groups of people, disclose personal things about yourself, and give and receive feedback. You will be asked to examine your beliefs, attitudes, and behaviors. These seminars are designed to be a highly emotional experience. Some people want to leave when it gets hard. It is very important that you commit to staying and participating in the entire seminar.

You must attend all days of the seminars and be present the entire time. We want you to solely focus on the seminar during these days. No phones, beepers or other types of communication devices are allowed in the trainings.

You will have short breaks throughout a seminar. You may be asked to work on seminar-related things over lunch or dinner. Schedules for each seminar you are eligible to attend will be provided to you in an informational letter. Please make travel arrangements accordingly. If you leave the training early for any reason, you have chosen out and must go through the entire training again before moving on in the program.

- **Parent Elements I (2 days)**

Your Orientation Representative will invite you to participate in a Parent Elements I Seminar shortly after your Child arrives at Midwest Academy. Similar to the Elements I Seminar attended by the Students, this seminar forms the basis for the Parents and child to work together in additional seminars. This is a place to discover not only the fundamental concepts of the seminars but also to learn things about you that will assist in making positive and purposeful life changes.

Please note: Midwest Academy's policy states that Parent Weekend workshops are not open to the family unless the parents have completed the Parent Elements I seminar.

- **Parent Elements II (3 days)**

This is the second seminar available for the parents. This seminar is NOT required to attend the Parent Weekend I workshop, but it IS strongly recommended. Similar to the Elements II attended by your Child, Parent Elements II builds upon the foundation established in the Parent Elements I seminar, and creates additional tools to ensure success for the family. Key concepts introduced in Elements I are expanded in Elements II. Skills for integration of these concepts into your life are presented. Additional elements on personal and parenting choices are added to make it the prime seminar in the creation of a new family dynamic for your home. *The standards of participation are higher than in Elements I. Parents should come ready to work.* Review of Elements I material is recommended.

Elements II NOTE: It is critical that parents attend Elements II as soon as possible. We experience that attending Elements II before attending Parent Weekend I (PW-I) adds significant value for the family.

Many Students will have graduated Elements II before PW-I. It is vital that Parents be ahead or at least on the same step as their Child in the program. PW-I is a critical training in confronting pre-program issues.

- **Value Living Seminars (1 day)**

After completion of Parent Elements I, you are eligible to attend a series of one-day trainings which focus on the development of specific skills and structure to support your family once reunited. These workshops focus on specific personal and parental skills. There are several modules, which you may attend during your time in the program. Topics include Communication, marriage relationships, integrity, addictions, openness (ready to receive), and balance. Upper-Level Students will be present at all Value Living Seminars.

These seminars are not family workshops, regardless of whether your Student is participating. They are personal seminars, and the information is directed toward the individual, not the family.

These workshops are designed to help parents truly understand what the program is teaching and the lessons your child is learning. Hopefully, this understanding will help you to incorporate these lessons into your family life and create a solid foundation for your Child's return home.

- **Staffing**

Seminar staffing is a key element in the internalization phase of the program for parents. Peer relationships are always a major challenge for teens, and often for adults. Staffing is an optional element for the parents, but we consider staffing just as important as the seminars. This is often a great means to reconnect with the principles of the seminars. You will be able to staff the level of seminars that you have completed. Another important aspect of staffing is serving new parents as they begin their journey. Once you attend Elements I you will become aware of the power of having another parent lead and support you as you begin this journey. Staffing is about paying it forward, as someone did for you. If you desire to staff a Student seminar, you must staff an adult seminar first.

If you wish to staff an adult seminar, please email your request to your family rep. Your family rep will pass the request to the proper personnel.

PARENT WEEKEND WORKSHOPS

The Parent Weekend series of workshops is offered to you as a family at various stages of your program. *Midwest Academy will invite you to the PW workshops based on the results your child has created in the program.* There are three Parent Weekend Workshops designed to assist families in a successful reintegration of the child to the home. To attend any of these Parent Weekend workshops the parents must first complete the Parent Elements I seminar. Parent Weekend I & II are open only to program children and their parents, stepparents, or legal guardians. Parent Weekend Workshops are by invitation only.

- **Parent Weekend I (2 days on campus)**

When you and your child graduate Elements I and your child reaches Advanced Status (level 3), the school will send you an invitation to attend PW-I.

This weekend is designed to address outstanding issues within the family from pre-program days. What you have learned in prior seminars is critical to this weekend. *It is highly recommended this be your first visit to your child.* The family will develop a plan to continue the work with the child and facility once the workshop is complete. PW-I is required to attend the PW-II seminar and the Program Completion seminar. At PW-I, parents and students will be given a 7-week workbook which centers on the development of a Value Frame for the family. **It is vital that the workbook be completed before PW-II.**

Requirements for PW-I attendance:

- 1) Parents must be Elements I graduates (Elements II graduate highly recommended.)
- 2) Student must be Elements I graduate
- 3) Student must achieve Advanced Status (level 3)
- 4) Must have Program recommendation

Elements II Incentive for PW-I Attendance:

Elements II is a critical seminar for parents to attend before PW-I. Past experience has shown that parents are better prepared for the first PW workshop if they have attended Elements II. If you are an Elements II graduate, Midwest Academy may invite you to an earlier PW regardless of whether your Student has graduated Elements I or achieved Advanced status. The reason for this is that Elements II graduates are better-equipped to confront and deal with issues effectively in the PW-I workshop. **We urge parents to attend Elements II for their personal growth, not to get to PW-I faster.**

• Parent Weekend II (2 days on campus and 1 day off campus)

When the following requirements have been met, you and your child will be invited to attend a PW-II seminar:

- 1) Family has completed Parent Weekend I
- 2) Student must be Honor Status (Level 5)
- 3) Must have Program recommendation

PW-II is a critical seminar in which you and your child will begin the process of reintegration of the family and the structure necessary for a successful transition home. You will focus on current issues, strengthen family ties, start the home internalization process, and begin to build a new family dynamic. A major outcome of the seminar is gaining knowledge of the Life Contract. This is the fulcrum for the new family structure once your Child goes home. Your family will be focusing on the issues remaining to be addressed for a successful return home.

• Internalization Phase

Upon successful completion of the PW-II seminar, your child will enter the Internalization Phase of the program. This is the final stage of the program and typically your child should be within 6 months of returning home. (Remember: Results, not

Time.) During the Internalization period, you will have greater access to your child to continue the process begun in PW-II. Work begun in PW-II on the Life Contract will be continued, as well as resolution of issues on the Family Plan. An essential part of the internalization phase is the Home Visit and, following your Student's achievement of High Honor Status (level 6), participation in the Home Internalization Program.

● **Parent Weekend III: Program Completion Seminar & Graduation Ceremony**

When the following requirements have been met, you will be issued an invitation to PW-III:

- 1) Student has participated in the home internalization program.
- 2) Student has reached 1600 Midwest Academy Merits on High Honor Status.
- 3) Student and parents have graduated PW-I & PW-II
- 4) Student has graduated at least one Value Living Seminar
- 5) Student has staffed at least 2 school seminars.
- 6) Program & Parents support & recommend graduation.

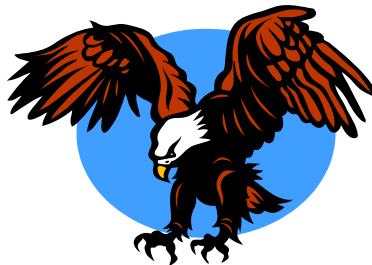
The seminar is open to parents, step-parents, legal guardians, siblings living in the home, and the program child. Other family members may attend if they have graduated Elements I. Family members with no prior seminar attendance may attend the graduation ceremony.

● **Medical Requirements**

Our goal is to assist your family while providing the safest possible experience. The seminar days are long. The seminars at times may be emotional. Persons with certain medical conditions are not eligible to attend the seminars. If you have any of the following medical conditions you will not be eligible to participate in the seminars until such time as the condition is no longer present or you are released in writing by your doctor:

- 1) Pregnancy
- 2) Any surgical procedure within the last three months
- 3) Heart conditions
- 4) High Blood Pressure incidents within the last three months
- 5) Currently in some type of therapeutic care

Please discuss these or any other medical condition that may exclude you from participation with your Family Rep. Your FR will discuss your situation with Administration for possible alternatives.



Midwest Academy Academic Department Parent Handbook

2011-2012

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MISSION STATEMENT

The mission of Midwest Academy is to create an environment that inspires and motivates students and families to be successful lifelong learners.

MIDWEST ACADEMY OVERVIEW

- Accredited by the Northwest Accreditation Commission and affiliated with the Keokuk Community School District
- Residential Boarding School
- Enrollment: 75 students
- The school year is divided into two semesters. A semester is five units, and a complete school year is ten units on the computer based curriculum.
- Students are required to master school work at a grade of B (80%) or above.
- School schedule is up to six hours a day for academics, with an additional two hours for physical education and four hours of Character Building requirements and activities, six days per week.

MIDWEST ACADEMY ACADEMIC POLICY

MWA provides a rigorous academic program for its students.

Credit Policy

All students attending Midwest Academy are required to meet Iowa Academic Standards. A total of 24 academic credits are required to graduate from high school.

Credits are required as outlined below:

English	4 Credits
Math	3 sequential credits
Science	3 credits
Social Studies	3 credits - must include Government

Health	1/2 credit
Physical Education*	2 credits
Vocational	1 credit
Fine Arts	1 credit

Electives: In addition to the above required course work, a student must complete electives to fulfill the remainder of the 24 credits required for graduation.

*Physical Education may be waived under the conditions outlined in Chapter 256.11 of the CODE OF IOWA.

Grading Policy and GPA

Students are required to complete work at a mastery level of 80% or higher on all units. Ten (10) units equal a full credit. A 4.0 scale (A-4.0, B-3.0, C-2.0, D-1.0, F-0.0) will be used to calculate a grade point average (GPA) for all courses awarding credits. The calculated GPA is used for the official permanent transcript, class rank, and academic honor awards.

Re-coursing and Transcript Codes

After a student has completed all high school graduation requirements at MWA, classes may be retaken in order to improve the student's GPA. The original courses are marked on the transcript with an asterisk indicating that the credit has been replaced by another course. The replacement course, or re-course, is indicated on the transcript with an "RC". A student may re-course upon arrival if he or she does not have the foundation to move to the next grade level course.

Progress Reports/Transcripts/Diplomas

Progress Reports will be mailed out quarterly. They indicate the student's current and completed classes as well as how many credits are needed to complete high school graduation requirements. Obtaining transcripts from the student's previous school is the parent's

responsibility. We provide a signed release form as a second resort to obtain transcripts. Any transcript discrepancies need to be addressed by the parents with the previous school. MWA transcripts need to be requested two weeks in advance. **Effective June 3, 2009, students withdrawing for any reason will receive one official copy of their transcript. Additional copies will be provided for a fee of \$15.00 per copy.** Diplomas are sent via United Parcel Service. Any questions regarding progress reports, transcripts, or diplomas may be answered by the Academic Supervisor.

Confidentiality of Records

In accordance with the “Family Educational Rights and Privacy Act of 1974, as amended”, this student transcript is provided to you with the express condition that you “will not permit any other party to have access to such information without the written consent of the student.” (PL. 93-380, Sec. 513), as amended (PL. 93-568, Sec. 2).

College Classes

After a student has completed high school graduation requirements and has reached upper level status, he or she may elect to enroll in a correspondence or an online course. Payment for and registration in these courses are the responsibility of the parent. Any questions regarding course selection or any other issue related to college should be directed to the family representative. The family representative will discuss the situation with the academic department. After the issue has been thoroughly researched, the academic department will contact the parents and / or the family representative.

MWA Student Assistance Plan

The Student Assistance Plan (SAP) assists students with Individual Education Plans (IEPs), students with 504 Plans, or any other student who has been identified as needing extra assistance due to circumstances outlined by the Special Education teachers. The Student Assistance Plan assists these students in the following ways: creates classes and modifies materials based upon need; offers one-on-one assistance by teaching learning strategies; develops a transition plan.

Academic Program

MWA provides the required services to assure students are on track for high school graduation. Instructors, tutors, dorm parents, and a quality computer program are available to make this process streamlined and efficient.

Tradition Integrated With Advanced Computer Programming

MWA programming provides a wide range of educational opportunities to enhance personal productivity and academic success.

Academic Instruction

Student schedules reflect the importance of academic achievement. Up to six hours of instruction are provided each day. In addition to computer coursework, multi-media presentations, traditional lecture classroom, and physical education are offered.

Regional Education Excursion

Students earning off-ground privileges will visit historic sites in the area. Previous excursions have included Civil War Re-enactment events, the Nauvoo settlement community, and even Mt. Rushmore National Park.

Service Learning

An integral facet in educational programming is community involvement and service to others. Students will be visible in the community and in the public school setting.

Accreditation

MWA is accredited by the Northwest Accreditation Commission (NWAC) and affiliated with the Keokuk Community School District. A copy of our current certificate is attached as an addendum to this document.

Keokuk Community School District Affiliation

Parents of students at MWA will receive paperwork from KCSD dual enrolling their students. This relationship provides academic testing as

well as the opportunity to participate in extracurricular activities at KCSD. Students **will not** leave MWA and attend classes at Keokuk High School.

Evaluation and Assessment

In conjunction with KCSD, our students are evaluated annually with the Iowa Tests of Basic Skills (ITBS) and the Iowa Tests of Educational Development (ITED). Parents receive the results by mail.

Post Secondary Testing

ACT testing is available to qualified students and coordinated through the Academic Department. ASVAB testing is administered annually by the United States military.

It is the intent of Midwest Academy to provide programming consistent with the tradition of Iowa excellence. Our course offerings are listed below:

COURSE OFFERINGS

<u>Course</u>	<u>Grade Level</u>	<u>Credit</u>
<u>ENGLISH</u>		
English I	9	1
English II	10	1
English III	11	1
English IV	12	1
<u>LANGUAGES</u>		
Spanish I	9 10 11 12	1
Spanish II	9 10 11 12	1
<u>MATH</u>		
Pre-Algebra	9	1
Algebra I	9 10	1
Geometry	10 11	1
Algebra II	11 12	1
Trigonometry	12	1

SCIENCE

Physical Science	9	1
Biology	10	1
Chemistry	11	1
Physics	12	1

SOCIAL STUDIES

World Geography	9	1
US History	10	1
World History	11	1
Government (Required)	11	.5
Economics	11	.5

PHYSICAL EDUCATION

Physical Education	9 10 11 12	.5
Health	9	.5

FINE ARTS

Calligraphy	10 11 12	.5
Intro to Art	10 11 12	.5

VOCATIONAL

Child Development	9 10 11 12	1
Home Economics	11 12	1
Intro to Business	11 12	1
Media Production	10 11 12	.5
Consumer Math	11 12	1

ADDITIONAL COURSES

American Literature	9 10 11 12	.5
Bible	9 10 11 12	.5
British Literature	9 10 11 12	.5
Character Building	9 10 11 12	1
Civil War	10 11 12	.5
College Planner	11 12	.5

Constitution	11 12	.5
Creative Writing	11 12	.5
Essentials of Communications	9 10 11 12	.5
Essentials of Math	9 10 11 12	.5
Grammar Enrichment	9 10 11 12	1
Individualized Reading	9 10 11 12	.5
Math Enrichment	9 10 11 12	1
Oral Communications	11 12	.5
State Histories	9 10 11 12	.5
Study Skills	9 10 11 12	.5

Course Descriptions

English

English I

This course emphasizes the basic skills of reading and writing. Students study the history of the English language and the structure of a sentence. Included in sentence structure are plural nouns, adjectives, verbs, adverbs, pronouns, prepositions, and conjunctions. Sentence diagrams are also included. Also studied in this language course are types of sentences and types of letters, such as informal or business. Speaking and listening skills are introduced. References are introduced with emphasis on visual aids and graphs. Students are introduced to different types of literature: drama (*The Miracle Worker*), short story, novel (*Twenty Thousand Leagues Under the Sea*), poetry.

English II

This course provides the student the opportunity to improve their reading, writing, listening, and speaking skills. Sentence and sentence structure are reviewed. Preparing, writing and the delivering of a speech are taught, as well as what to listen for in a speech. Reading includes reading for meaning, a play (*Everyman*), drama, several short stories, and poems, and a novel (*In His Steps*).

English III

This course covers: word analysis, dictionary skills, effective sentence structure, poetic devices, poetic rhyme and meter, research paper writing, and critical analysis. Aspects of American literature that are explored are drama, poetry, the novel, non-

fiction, essays, and the autobiography. Examples of these genres studied are: Thornton Wilder's *Our Town*, Edgar Allen Poe's *Annabel Lee*, and Ernest Hemingway's *Old Man and the Sea*.

English IV

This course covers: word origins, grammar, semantics, poem analysis, short story characteristics, advanced sentence structure, and creative writing. Aspects of English literature that are explored are medieval, Middle English, Elizabethan, satire, the Romantics, and Victorian. Examples of these genres studied are: *Beowulf*, Geoffrey Chaucer's *Canterbury Tales*, Shakespeare's *Hamlet*, Jonathan Swift's *Gulliver's Travels*, Lord Byron's *Childe Harold's Pilgrimage*, and Alfred, Lord Tennyson's *In Memoriam*.

Mathematics

Algebra I

Algebra I is a course that further develops the real number system. Evaluating, solving, and graphing both simple and complex equations and inequalities are presented throughout the course. Concepts on absolute value, exponents, and radicals are integrated in the one-step and multi-step problems. Polynomials and the basic factoring skills including FOIL are studied. Many verbal problems ranging from simple to more challenging cover a wide range of topics: age, motion, mixture, money and work. Quadratic equations and the quadratic formula are used to solve problems.

Geometry

Geometry is a study of plane and solid figures. Many geometric properties will be used to analyze two and three dimensional shapes, which include: congruence, similarity, parallelism, perpendicularity, Pythagorean Theorem, special cases of triangles, special segments in triangles, and special segments, rays, or lines in circles. Logic and reasoning along with the many definitions, axioms, postulates and theorems are used in formal proofs. Formulas are studied and used to compute basic properties of geometric figures: area, perimeter, lateral area, total area and volume of plane figures, prisms, cylinders, cones, and spheres.

Algebra II

Algebra II topics include set theory, structure, functions, operations with rational and irrational expressions, solving and graphing equations and inequalities, solving and graphing systems of equations and inequalities, factoring and solving quadratic equations, rational functions and equations, direct and inverse variation, joint and

combined variation, proportions, real numbers, operations with rational and irrational exponents, radical equations, complex numbers, distance formula, conic sections, exponential functions and equations, logarithmic functions and equations, scientific notation, operations with and solving systems with matrices, probability, sequences and series, and application problems.

Trigonometry

The trigonometry course covers the following topics: relations, functions, operations with functions, linear, quadratic, nth degree, greatest integer, exponential, and logarithmic functions, definition of trigonometric functions, special angles, radian measure, circular functions, solving right and oblique triangles, graphs of trigonometric functions, trigonometric identities, sum and difference formulas, double and half angle formulas, trigonometric equations, trigonometric functions of any angle, laws of cosines and sines, inverse trigonometric functions and graphs, polar coordinate graphing, conic sections, translations and rotations, probability, summation, and application problems.

Social Studies

World Geography

This course is designed to help students better understand the world in which they live. This course looks at the world using a regional approach. The culture, history, climate, natural resources, and economics of each region will be studied.

United States History

This is a course that focuses on U.S. history before and after the Civil War. The first half covers colonization of the U.S., relations with England leading to independence and the formation of the U.S. as a viable country, the rise of sectionalism and its impact on the country, and the Civil War and Reconstruction period. The period after 1877 deals with industrial growth of the U.S. and the country becoming a world power. Topics discussed include The Great Depression, World Wars I and II, the Cold War, and domestic and foreign issues from the 1960's through the early 1990's.

World History

This course involves the study of early civilizations of the east and west. Included are the Egyptians, the various Greek societies, the Romans and the Byzantine Empires. There are studies of the Middle Ages, the coming of age of Modern Europe, the Enlightenment Revolution, the Age of Unification and Nationalism. The course takes an in-depth look at the causes and results of the World War I and II, the growth of the modern scientific era and technological age.

Government

Government is a course which is considered a ½ credit course. This course provides an overview on various governments in countries worldwide and the United States. Included is a brief history of past leaders and institutions which helped to mold democracy. Each branch of democracy: executive, judicial and legislative are looked at in detail on how they function daily. The development of the American party system and the importance of voting is also a primary focus of this course.

Economics

Economics is a course which is considered a ½ credit course. This course focuses on the free enterprise system which includes organized labors, banking and private business enterprises. The stock market is discussed and the impact it has on the economy. Introduction on personal finances such as IRA accounts, loans, and credit cards are also covered in this course. There is a brief section on the world market of the Euro and financial issues in other countries such as Israel.

Constitution

The curriculum is divided into three basic parts, each of which is important historical background. The course starts with a detailed analysis of the Constitution and amendments. The conclusion of the course takes an in depth evaluation of the Constitution presented into the following categories.

Unit 1-2: The establishment of the United States as an independent nation.

Unit 2-3: The Constitutional Convention and ratification of the Constitution.

Unit 4-5: Detailed analysis of the original Constitution.

Unit 6-7: Detailed analysis of the Amendments.

Unit 8: Principals of the Constitution.

Civil War

This is a semester course which describes the culture and background leading up to the war and the lasting effects it has had on our country. Topics covered in this class; are: the pre-war years; the early years; the turning point; war in the south; reconstruction of a nation.

Science

Physical Science

This course will introduce the student to various sciences such as Chemistry, Biology, and Geology. Selected topics for this course include: Atoms, Physical Geology, Oceanography, Astronomy, and Body Health.

Biology

This course will build on the introduction given in Physical Science. It will show the connection between the student and the world surrounding them. Areas of study will include: Taxonomy, Microbiology, Cells (both animal and plant), Human Anatomy, Genetics, and Ecology.

Chemistry

This course is offered to sophomores, juniors, and seniors. Students will learn elements, compounds, mixtures, gases, and moles. Atomic structure, periodicity, molecular structure, chemical reactions, and equilibrium systems will also be studied in chemistry. Students will also study carbon chemistry, which covers hydrocarbons and functional groups.

Physics

This course is offered to junior and seniors. Students are required to take Chemistry before taking Physics. Students will study kinematics, dynamics, and magnetism. Physics is the basis of matter and motion. Waves, light, static electricity and atomic/nuclear physics will also be studied in this course.

IPC (Integrated Physics and Chemistry)

IPC is an 11th or 12th grade level course of information found in classes of Physics and Chemistry. Some of the topics covered are; the structure and properties of matter, matter and its changes, Boyle's and Charles Law, various types of energy (mechanical, potential, atomic), magnetism, forces and types of friction, and sound and light waves properties and speed.

Physical Education

Physical Education

The mission of the physical education department is to promote physical fitness and sports activities as a strategy to improve quality of life through the development of self-confidence, motivation and personal health. While at Midwest Academy, students will participate in a daily fitness routine and compete in a variety of team and individual activities. This will encourage them to work together as a team to accomplish tasks as well as provide them with the necessary skills to live a healthier, more active life through the pursuit of personal fitness goals. During the physical education sessions, students will be evaluated based on three criteria, 1) Participation/sportsmanship, 2) Knowledge and understanding of course material, and 3) Progress towards individual fitness goals.

Health Quest

This course will provide students an opportunity to study in greater depth personal health, food and nutrition, and prevention and control of disease. This course meets the required general survey of health education mandated by State Standards for all students.

Vocational

Child Development

This course will emphasize learning about the developmental stages of children. Students will learn the physical, social and psychological and intellectual development from infancy through the adolescent years.

Consumer Math

Consumer Math is an 11th and/or 12th grade level course which begins by covering basic math skills such as multiplication, percentages, word problems, decimals etc. The second half of the class focuses on skills that most independent adults need to have knowledge in executing on a day to day basis. Those skills include the following: personal finance, statistics, taxes/insurance, banking transactions/investments, banking/credit costs, purchasing, retirement and job related mathematical skills. This course could be used as a credit in Math and/or vocational area.

Home Economics

This course is designed to introduce homemaking skills, build financial skills, and reinforce good character qualities.

Introduction to Business

This course is designed to improve the students' understanding of how the American business economy operates and to help them prepare to make decisions as consumers, wage earners, and citizens. Some topics of study included are the free enterprise system and how businesses are organized.

Media production

This course is designed for students to learn and develop skills in public speaking, videography, nonlinear video editing, and audio-visual technology. Students will develop these skills by writing, taping, and recording the daily news for Midwest Academy as well as preparing and producing a daily show to be webcast for parents.

Students will be provided the opportunity to experience all positions of the process. They will help plan, write, perform, record and edit the shows.

Fine Arts

Calligraphy

Students will learn the designing of letters and gain an appreciation for the design and structure of the Roman alphabet through exploration of lettering style using a calligraphy pen.

Drawing

This course will consist of beginning drawing. The emphasis will be on still-life, figure drawing, basic perspective, elements of design, and form. This course stresses fundamentals and general techniques.

Languages

Spanish I

This course consists of a foundation of listening, speaking, reading and writing, as well as building vocabulary. Particular emphasis is placed on reading comprehension. In addition, cultural information and basic grammar structure are studied.

Spanish II

This course continues the development for the four aspects of language learning: listening, speaking, reading and writing. More advanced vocabulary and grammar are emphasized. Particular emphasis is placed mainly on reading comprehension.

Additional Courses

American Literature

This course is designed to allow students to discover the appealing world of literature with American Literature. The enriching content in this course gives students a clear look at the beginnings and development of written works in America. Filled with works from renowned American writers and poets, this course is a perfect supplement to the Language Arts curriculum.

Bible

This course provides a warmly practical, non-denominational presentation of Bible themes particularly suited to helping high school young people.

British Literature

This course is designed to allow students to explore the dynamic, rich world of British Literature. The enriching content in this course gives students an in-depth look at the beginnings and development of written works in Great Britain. Filled with works from acclaimed British writers, this course is a perfect supplement to the Language Arts curriculum.

Character Building

Midwest Academy offers a daily character building program. The students must go to seven character building seminars. The seminars require attending trainings that involve group and individual participation, homework and numerous reflective essays. At the end of the program, the students participate in community service projects and are expected to demonstrate leadership skills learned at the Academy.

College Planner

This course is designed to prepare students for college. It is a one-semester course to help guide students in college planning, selection, and application process.

Creative Writing/Poetry

In this class, students will read, discuss, and practice writing various types of poetry with the goal of becoming better writers of poetry. They will learn the elements of good poetry and how to use these elements in the poems they create. As an outgrowth of this process, students will compile a portfolio of their own writings for possible future use.

Essentials of Communication

This semester class is a survey of basic communication studies. Aspects covered are: communication foundations; language characteristics; interpersonal relationships; understanding groups; presenting and interpreting public messages.

Essentials of Mathematics

This semester class is a survey of basic algebra. Aspects covered are: number sense; statistics, data analysis, and probability; algebra and functions; measurement and geometry; mathematical reasoning; algebra 1.

Individualized Reading

In this class, students must read 5 books from an approved reading list. Books that are considered to be classics are encouraged. Students must take the AR test and pass with at least an 80%. They must complete a project and an assigned 2 page typed book summary for each book read.

Language Enrichment

This course addresses basic language skill review including grammar rules, writing rules, commonly misused words, reading for a purpose, and identifying different forms of literature.

Math Enrichment

This course addresses basic math skill review including fractions, decimals, percents, using formulas, geometry concepts, graph reading and basic statistics.

Oral Communication

This course is designed to introduce the students to various forms of oral communications. This includes consideration of purpose, organization structure, supporting resources and information, delivery and the critiquing of oral communication. The class includes a general speech, a speech to inform, defense of a position, poetry reading, a demonstration and a debate. Every class member is expected to participate in class activities and to learn more about themselves through constructive feedback.

State History

This semester class surveys individual states with such topics as: history and culture; government; economy; citizenship.

Study Skills

The students will learn about effective study habits. The students will learn different types of learning styles. Steps will be given to improve the student's reading skills. The students will learn testing strategies. To pass the course the students must do a research paper on ADHD.

Northwest Accreditation Commission

"...advancing excellence in education through the process of accreditation."

2010-2011 CERTIFICATE OF ACCREDITATION Midwest Academy

Is accredited as a Residential School for the school year 2010-2011 by the Northwest Accreditation Commission with member schools in states of Alaska, Idaho, Montana, Nevada, Oregon, Utah, Washington, along with other geographical areas of the United States and the world. This school is recognized for promoting and maintaining a well-balanced education program and for meeting or exceeding standards considered essential for quality education.

First Year of Accreditation 2003

The signatures below certify the authenticity of this document.


Stan Baker, President


David G. Steadman, Executive Director


Leonard Paul, Associate Director



Nursing Department

Parent Information
&
Medical Forms

Midwest Academy

“Soaring to New Heights”

Welcome to Midwest Academy:

My name is Colleen South, and I am the Nurse here at Midwest Academy. I would like to extend a warm welcome to you and your child. I look forward to assisting you in any way I can to promote a smooth transition into our school.

The Nursing Department is an ancillary department provided to assist with the health care needs of all students enrolled here. We schedule appointments for medical, dental, and mental health issues through our Medical Transportation Department. There is a transportation fee for each appointment in which your child is taken off campus.

In order to maintain good health for all students here at Midwest, your child should have a complete physical examination prior to enrollment which documents any physical limitations or special needs. A sports physical exam form is located in the parent handbook for your convenience, but any school physical form signed by a doctor will suffice. Any pertinent medical history would be beneficial should it ever be required by medical professionals. Immunization records need to be up to date and meet the State of Iowa Requirements. A current, valid immunization record which is signed by a healthcare professional must be included with your child's enrollment papers, along with any health insurance information and front and back copies of your insurance cards.

Immunization Requirements are as follows:

A recent TB Test, Tetanus booster (every 10 years), MMR (2 doses with the first dose after the age of one year old), Hepatitis B series (3 doses), Chicken Pox (either documentation of the disease or the vaccine if no natural immunity), and we recommend Menactra (one dose for persons living in a dorm-type setting) which provides protection against Meningitis. The Menactra is RECOMMENDED but NOT REQUIRED!

In closing, please do not hesitate to contact us here at Midwest Academy if you have questions. The Nursing Department phone number is: 319-524-3560, extension 117. I am usually in the building Monday through Friday from 7:00 a.m. until 3:00 p.m.

Jennifer in Medical Transportation may be contacted at extension 121. You may leave a voice message at either extension and we will get back to you on the next full working day.

We look forward to serving you.

A handwritten signature in cursive script that reads "Colleen South" followed by a small flourish.

Colleen South, R.N.
Midwest Academy Nursing Department
(319) 524-3560, ext 117
nurse4boys@midwestacademy.net
nurse4girls@midwestacademy.net

Midwest Academy

“Soaring to New Heights”

Dear Parent (s) or Guardian (s),

It is necessary as a school to have your permission to give the students any medications that are OTC (over-the-counter), as well as your permission to charge these items to your Pharmacy account. If we do not have prior permission, this causes a delay in treating your child. In order to remedy this, please fill out and return the permission sheet that follows as soon as possible. Please initial the line next to the medications that you will allow us to order and administer to your child without calling you first. If the permission sheet is not filled out at the time of enrollment, you may fax it to (319) 524-3591. If you'd prefer, you can scan the completed and signed form and email it to nursing@midwestacademy.net. We will continue to email you following any assessment by the nurse and inform you of our plan of action.

We are unable to accept prescription medications sent from home unless they come directly from a pharmacy. OTC medications may be sent from home; however, we will only accept them if the seal is intact. Please check with your local post office for proper shipping instructions. We request that if you send vitamins from home, please do not send them in the form of candy (gummy vitamins or chewable flavored children's vitamins).

Local pharmacy information is provided for your reference following the permission sheet. Please set up a pharmacy account at the pharmacy of your choice.

Please feel free to call the nursing department at any time with questions or concerns, (319) 524-3560 extension 117. We look forward to working with you to meet the health needs of your child.

Sincerely,
Midwest Academy Nursing Department

This gives permission for the staff at Midwest Academy to order and administer the following medications:

Student's Name: _____ Date of Birth: _____

- _____ 1. Tylenol (acetaminophen) 325mg-650mg every 6 hours as needed for fever or pain.
 - _____ 2. Ibuprofen 200mg-600mg three times a day as needed for pain.
 - _____ 3. Benadryl 25mg-50mg every 6 hours as needed for allergies, allergic reaction, or daily at bedtime for insomnia.
 - _____ 4. Loratadine 10mg once daily as needed for allergies.
 - _____ 5. Caladryl lotion as directed topically.
 - _____ 6. Benza-clin Gel 5% topically to face twice a day for acne.
 - _____ 7. Pan-Oxyl bar soap 5%-10% wash face daily, for acne.
 - _____ 8. Permethazine shampoo as needed for head lice, as directed.
 - _____ 9. Cetaphil cleanser-use as directed for skin cleansing.
 - _____ 10. Pamprin as directed for menstrual cramps.
 - _____ 11. Bacitracin or triple antibiotic ointment two times a day for minor cuts and abrasions.
 - _____ 12. Tolnaftate 1% cream two times a day for groin rash or athlete's foot.
 - _____ 13. Hydrocortisone cream two times daily for insect bites, as directed.
 - _____ 14. Tussin-DM one teaspoon four times a day as needed for cough.
-

Student's Name: _____ Date of Birth: _____

- _____ 15. Stool Softener one capsule 1-2 times daily as needed for constipation.
- _____ 16. TUMS (or generic form) as directed on bottle for indigestion or upset stomach.
- _____ 17. Milk of Magnesia one tablespoon daily, as needed for constipation.
- _____ 18. Prune juice 4 ounces daily, as needed for constipation.
- _____ 19. Fiber Tablet one tablet daily, as needed for constipation.
- _____ 20. Cepstat (or generic) throat lozenges one every four hours as needed for sore throat. (Maximum of 6 in 24 hours)
- _____ 21. Sudafed 60mg 2-3 times daily, as needed for congestion.
- _____ 22. Occlusal liquid apply topically to wart, let dry. Repeat 1-2 times daily for 12 weeks.
- _____ 23. Vaseline gel topically to skin or lips for dry skin as needed.
- _____ 24. Cough drops (any brand) 1-3 times daily, as needed for cough.
- _____ 25. Guaifenesin one capsule 2-3 times daily, as needed for cough.
- _____ 26. Aloe Vera Gel apply topically 3 times a day, as needed for minor sunburns.
- _____ 27. Melatonin 3mg at bedtime, as needed for insomnia.

Parent(s)/Guardian(s) signature: _____

Nurse Signature: _____ Date: _____

Medication Addendum

Midwest Academy does not assume any liability or responsibility, implied or otherwise, for any medications that are sent to the school by the parents/guardians. All liability or responsibility for any medications sent from home for your child is assumed entirely by the parents/guardians. The sponsor hereby agrees to release and forever hold harmless Midwest Academy from any liability connected to the medications.

Father/ Guardian Signature

Mother/ Guardian signature

Date

Date

ATHLETIC PRE-PARTICIPATION PHYSICAL EXAMINATION

Article VII 38.14(1) Physical Exam. Every year each student shall present to the student's superintendent a certificate signed by a licensed physician and surgeon, osteopathic physician and surgeon or osteopath, qualified chiropractor, physician's assistant, or advanced registered nurse practitioner to the effect that the student has been examined and may safely engage in athletic competition.

The certificate of physical examination is valid for the purpose of this rule for one calendar year. A grace period not to exceed thirty days is allowed for expired certificates of physical examination.

QUESTIONNAIRE FOR ATHLETIC PARTICIPATION (Please Print)

NAME _____ MALE _____ FEMALE _____ DATE OF BIRTH _____ GRADE _____
HOME ADDRESS _____ PHONE # _____
PARENT'S NAME _____ FAMILY PHYSICIAN _____

Date _____ Signature of Student _____

HEALTH HISTORY (Student Athlete or Parent/Guardian to Fill Out #1 - 31 Before Exam) (Parent/Guardian is Required to Sign on Back of the Form After Examination.)

- | Yes | No | Has This Student Had Any? | Yes | No | Has This Student Had Any? |
|--------------------------|--------------------------|--|--------------------------|--------------------------|---|
| ☐ | ☐ | 1. Chronic or recurrent illness? | ☐ | ☐ | 14. Asthma? |
| ☐ | ☐ | 2. Hospitalizations? | ☐ | ☐ | 15. Epilepsy? |
| ☐ | ☐ | 3. Surgery, other than tonsillectomy? | ☐ | ☐ | 16. Diabetes? |
| ☐ | ☐ | 4. Missing organs (eye, kidney, testicle)? | ☐ | ☐ | 17. Eyeglasses or contact lenses? |
| ☐ | ☐ | 5. Allergy to medications? | ☐ | ☐ | 18. Dental braces, bridges, plates? |
| ☐ | ☐ | 6. Problems with heart or blood pressure? | | | |
| ☐ | ☐ | 7. Chest pain with exercise? | | | |
| ☐ | ☐ | 8. Dizziness or fainting with exercise? | ☐ | ☐ | 19. Is there a history of? |
| ☐ | ☐ | 9. Frequent headaches, convulsions, dizziness or fainting? | ☐ | ☐ | 20. Injuries requiring medical treatment? |
| ☐ | ☐ | 10. Concussion or unconsciousness? | ☐ | ☐ | 21. Neck injury? |
| ☐ | ☐ | 11. Heat exhaustion, heat stroke, or other heat problems? | ☐ | ☐ | 22. Knee injury? |
| ☐ | ☐ | 12. Any illness lasting over a week? | ☐ | ☐ | 23. Knee surgery? |
| ☐ | ☐ | 13. Rheumatic fever? | ☐ | ☐ | 24. Ankle injury? |
| | | | ☐ | ☐ | 25. Other serious joint injury? |
| | | | | | Broken bones (fractures)? |
- Yes No Further history:
26. ☐ Is there any history of family or genetic disease?
27. ☐ Has any family member died suddenly at less than 40 years of age of causes other than an accident?
28. ☐ Has any family member had a heart attack at less than 55 years of age?
29. ☐ Are you uncomfortably short of breath after running 1/2 mile (2 times around the track) without stopping?
30. List all medications you are presently taking and what condition the medication is for.
A.
B.
C.

31. What is the most and the least you have weighed in the past year? Most _____ /Least _____
Date of last known tetanus (lockjaw) shot: _____

FOR WOMEN ONLY:

1. How old were you when you had your first menstrual period? _____
2. In the past year, what is the longest time you have gone between menstrual periods? _____

Use this space to explain any of the above numbered YES answers or to provide any additional information:

PHYSICAL EXAMINATION RECORD (To Be Filled Out by Licensed Professional)

This evaluation is only to determine readiness for sports participation. It should not be used as a substitute for regular health maintenance examinations.

Name _____ Height _____ Weight _____
Pulse _____ Blood Pressure _____ Hemoglobin (Optional) _____ UA (Optional) _____

	Normal	Abnormal Findings	Initials
1. Eyes			
2. Ears, Nose and Throat			
3. Mouth and Teeth			
4. Neck			
5. Cardiovascular			
6. Chest and Lungs			
7. Abdomen			
8. Skin			
9. Genitals-Hernia			
10. Musculoskeletal: ROM, strength, etc.			
11. Neurological			

Comments re Abnormal Findings: _____

Participation Recommendations

_____ **Full and Unlimited Participation**

_____ **Limited Participation - May not participate in the following (checked):**

_____ Baseball _____ Basketball _____ Cross Country _____ Football _____ Golf _____ Soccer
_____ Softball _____ Swimming _____ Tennis _____ Track _____ Volleyball _____ Wrestling

_____ **Clearance Pending Documented Follow Up Of**

_____ **No Athletic Participation**

Licensed Professional's Name (Printed) _____

Date _____

Signature _____

Phone _____

Parent's or Guardian's Permission and Release

I hereby give my consent for the above student to engage in approved athletic activities as a representative of his/her school, except those indicated above by the licensed professional. I also give my permission for the team physician, athletic trainer, or other qualified personnel to give first aid treatment to this student at an athletic event in case of injury.

Typed or Printed Name of Parent or Guardian _____

Signature of Parent or Guardian _____

Address _____

Phone _____

Date _____

This form has been developed with the assistance of the Committee on Sports Medicine of the Iowa Medical Society and has been approved for use by the Iowa Department of Education, Iowa High School Athletic Association, and Iowa Girls' High School Athletic Union.

1993

Local Pharmacy List

KAME (Keokuk Area Medical Equipment): Keokuk, IA. 888-793-0488 or 319-524-8144 Delivers to the School

Walgreen's: Keokuk, IA. 319-524-0145 Does NOT deliver

HyVee Pharmacy: Keokuk, IA. 319-524-9535 ext: 171... Does NOT deliver

Keaslings: Keokuk, IA. 319-524-5435 Delivers to the school if asked to do so.

Rashid Health Mart: Ft. Madison, IA. 319-372-2300 or 800-794-2330 Delivers to the school

Wal-Mart Pharmacy: Keokuk, IA. 319-524-4071 Does NOT deliver

Arnell Drug: Hamilton, IL. 217-847-2214 Does NOT deliver

Nurse Colleen personally likes KAME Pharmacy because they deliver directly to the School and the meds are in bubble packs. Some insurance companies have Pharmacy agreements with Chain Stores. If medications are obtained from some of the Chain Store Pharmacies, we have to make arrangements to get the meds picked up by our staff. This can be difficult depending on the needs of the facility on any given day, so it is much more convenient to have the meds delivered to us if possible. We will, of course, make arrangements to have the meds picked up if necessary.