

Introduction

Welcome to the role of Family Representative at Midwest Academy. This is a very challenging role as well as very rewarding one. This handbook's purpose is to assist you in understanding your purpose and how you can be the most effective tool in assisting your families in the change necessary to have a whole and happy life.

Midwest Academy wants you to understand your purpose as a family representative and our expectations of you. A family representative is not simply a liaison, a mediator, or a contact person at the school. Your role is far greater and much more is expected of you.

Your Purpose as a family representative is to:

1. Create and maintain "On Board" parents. Build relationships of trust with parents and stress the importance of program graduation.
2. Provide direct feedback and coaching to your parents and students to assist them in working through the issues they face.
3. Know and support Midwest Academy's "program"
4. Keep families continually engaged in the process of change.

There are many things to learn as a family representative. Midwest Academy hopes that this handbook will be a valuable resource in the education process of your new role.

Creating and Maintaining “On Board” Parents

Why is it so important to create and maintain “On Board” parents? The benefit for you as a family representative is it allows you to do your job with the least amount of stress. Family reps that work diligently to create and maintain “on board” parents are more likely to feel a sense of job satisfaction because they are able to be more effective at performing their responsibilities. Your parents will be less critical of you and more willing to listen to your feedback and coaching. They will be more active participants in the program. For example, at a baseball game there are two types of people: participants and spectators. The participants go out and play. They not only follow the rules of the game, but they know why the rules are in place. The spectators, however, are typically more critical, not willing to participate themselves, not willing to understand why the teams follow the rules, and want exceptions for what they want right in that moment. Midwest Academy wants to work with “On Board” parents who are active participants. You will want all of your parents to be “On Board.”

Family reps who consistently maintain “on board” parents also create job security for themselves and possible opportunities for advancement. Family reps must understand that most parents have already been sold on Midwest Academy. They have chosen us to serve their family. Family reps should not feel like they have to be a sales person to our parents. Family reps must be committed to maintain each family’s decision by educating them on your role as a Midwest Academy family representative. Family reps who properly educate their parents will effectively maintain “on board” parents.

Creating and maintaining “On Board” parents is a complex and multifaceted job. Parents who are “on board” will see their family rep as the most valuable person on our facility. Family reps that create this value will have “on board” parents. Midwest Academy feels there are three primary areas that, if focused on, will allow you as a family representative to create “On Board” parents. These three areas are:

1. Build relationships of trust with your parents and students.
2. Build your credibility by following up and following through.
3. Help parents see the “whole picture.” (where they have come from, where they are, and where they are going)

Building Relationships of Trust

Building relationships of trust with your parents is vital to your success as a family representative. Building relationships of trust with your families is much like molding a block of clay. The clay at first is very moldable and can be easily shaped. With time the clay gets hard in what ever shape it has been molded into. Once the clay is hard it is difficult if not impossible to mold. It is stuck in the shape it has been molded into. “On Board” parents are shaped and molded early in their program experience. You only get one chance to make a first impression. Family reps can build trust by being honest and direct. Family representatives can also build trust by showing empathy and by understanding the circumstances that brought each family to Midwest Academy.

For example, many parents experience pain and guilt when their child comes to the program. It is a form of grieving. “Am I a good parent?”, “Where did I fail?”, “Did I make the right decision?”, or “Who are these people?” are only a few of the questions each of your parents have running through their head. For many parents they find our program scary, hard, lonely, but necessary. Family representatives need to understand how their parents are feeling to begin establishing a relationship of trust. The parents you are working with have gone through a great deal and allowing them to share their story with you will be very important in building relationships of trust.

Another key concept in building relationships of trust is building upon common beliefs. Our parents never wanted their family to be in the situations that lead to their child being enrolled in our academy. Our families have very strong beliefs and values that will assist them through the process of change. Building upon these common beliefs will be important in building a bridge between the parental expectations and Midwest Academy expectations. Parents’ goals and our goals need to align. We need to work together with our parents and when we do we will have greater success with our families. We will be better able to assist our families in internalizing change.

Building upon common beliefs is not limited to family values and beliefs. Common interests can also serve as a great bridge between the trust gap of parents and their family representative. There is always an opportunity to build on common interests. You can build upon sports interests, hobbies, hunting, or the endless list of things that you may have in common. The key is to be genuine. If you are not genuine and sincere you will do more damage than good. If you have a sincere interest in the common ground between you and your parents you will find that this common ground will enhance your relationship with families by building trust. People trust people that they can relate to and these common beliefs, whether they be a sports team or the values in the home, will allow you to build trust and allow you to relate to your family. If you build upon common beliefs effectively you will find that your parents will enjoy working with you more and levels of trust will increase.

Follow Up and Follow Through

Family reps are required to work hard and communicate clearly with parents and students. Family reps who do this build their credibility and trust with students and parents. During the process of communication, family reps are given many opportunities to follow up on a wide variety of items, concerns, or questions that parents or students may have. Parents expect family reps to follow through with what ever areas have been discussed or communicated. Midwest Academy also expects family reps to follow up and follow through on all items or areas of concern.

Midwest Academy believes that family reps have the greatest opportunity for success when they are able to build trust and continually keep Midwest Academy parents actively engaged in the process of change. Following up on parent concerns and questions serves as a great opportunity to build trust. Most people have heard “I will get

back to you on that,” at some point in their life. Many people hear that and they automatically don’t expect to get a response or any information. A lot of the time that phrase is used to avoid giving an answer. Midwest Academy believes in being honest, open, and direct with our families. This means that when a family representative makes an agreement or commitment to a parent, no matter how big or how small, that rep is expected to follow up and report the findings to that parent. For example, a parent may ask their family rep about ten different items to be followed up on while on the phone. The family rep agrees to find out information on the different areas of concern. Even if the family forgets all but one of the questions, they are still expecting answers to that one question out of the ten they asked. Midwest Academy expects you to get the answers to all ten and report back to the family. The rep that has no answers for the family has just broken an agreement with the family and lost credibility and trust. Each family is not only expecting the information but deserves the respect and effort from their family rep to assist their family. Family reps must see that their ability to be organized and follow up and follow through with commitments is vital to their success.

Using the same example mentioned earlier: this time the rep has followed up on all the items agreed upon and talked about. The rep shares these items with the family. The family may have forgotten that they asked so many questions but when a family rep follows up on agreements and commitments they build trust and parents will not have the negative attitude that sometimes comes along with the phrase, “I’ll get back to you on that.” Following up has just helped to show a positive work ethic, honesty and integrity, and a commitment to each individual family. All of these items build credibility and trust with parents. Family reps must be committed to communicating clearly and honestly by always following up and following through with their commitments and agreements made to parents and students.

Seeing the Whole Picture

Family reps that build relationships of trust and are committed to following up and following through with parents also have another major responsibility to perform as a family representative. Family reps are responsible for assisting their parents and students to have a view of the whole picture. After enrollment some parents forget the behavior that their child was involved in. For example, a parent will say their child is a liar and does not tell the truth. The child will then write a letter home about how terrible of a place Midwest Academy is. The parents get concerned and may begin to doubt their decision. The family rep’s role is to assist their parents in recognizing the issues at hand by giving honest and direct feedback. Parents may not see that they are falling into an old pattern of believing their child and wanting to rescue them from the consequences of their actions.

Family reps must be committed to assisting parents to see the “whole picture.” Students that enroll at Midwest Academy are going to go through the “stages of change” discussed in the seminars. Students are going to struggle. Students are going to drop a level at some point in their program - just about every student does. These struggles allow the student to grow and mature. The key to each student’s success at home will

depend upon the internalized change each student experiences. This internalized change comes as students work through the struggles and are allowed the opportunity to grow and mature and internalize the growth that they have created for themselves.

Many parents struggle when their child struggles. Family reps must be able to show parents the bigger picture so they don't get stuck in the moment. Parents that can see the entire view of the program and recognize that their child is going to have struggles, problems, and probations in their program will be a more supportive parent. Midwest Academy expects this to be hard for each student to accomplish. Family reps that will take the time to help their parents see that these struggles are part of the program are more likely to have supportive parents when students struggle. Midwest Academy family reps must help parents see that this is part of the process. Family reps need to understand and empathize with these parents as they grow with their child. For example, most people do not like negative surprises. An individual buys a car from a car lot. This person drives it off of the lot and in several hours the car has broken down. The buyer is upset, angry, emotional, and irrational about this problem. The individual may become extremely demanding and create unrealistic expectations. This person is like a Midwest Academy parent. When their child goes on probation or drops a level and they were not expecting something like this to happen, they get upset, angry, emotional, irrational, demanding, unrealistic and lose confidence in our efforts. Now take the salesperson at the car lot who explains in detail all the cars on the lot and the pros and cons of each automobile. The purchaser can take all of this information and make an educated decision. No Surprises! Midwest Academy family reps need to take this proactive approach. Family reps must help parents recognize that their child's progress will go up and down and speed up and slow down throughout their program. This is part of the program. Parents that are prepared for the slow or down times in their child's program will continue to offer invaluable levels of support to their child to work through the situations and experience the internalized change/growth we are looking for.

Some parents get what is called tunnel vision. This is what happens when parents are not willing to see the whole picture. They may get caught up in focusing on just one event or goal. Parents with "tunnel vision" may be harder to work with, but family reps must be committed to providing direct and honest feedback to assist parents to see where they were before, where they are now, and where we are working to be. Family reps that will help their parents have this vision will have more supportive parents when students make poor choices. This allows reps to hold each child accountable. Instead of the parents getting upset or critical of *Midwest Academy*, they are able to hold their *child* accountable for their actions and attitude.

The Family Representative

Midwest Academy family representatives have been hand picked from all of the staff at Midwest Academy. Staff members who are chosen to be family reps are expected to be positive examples to other staff members as well as all the students. Family reps should be flexible, coachable, diligent, honest, reliable, dependable, and open. Family reps that hold these qualities will increase their value to Midwest Academy and could open opportunities for advancement in the future.

Family Rep Non-call Day Guidelines

Family reps have two days a week that they are not in their office. These days are vital to each rep's success. Each rep has two families in which their students may be placed. Each day reps are not on calls they should manage their time to be in both families for a day. The main reason for reps to be in the families is to watch and observe their students and how they react and respond to the daily activities. Reps who observe consistently will recognize patterns their students run - both good and bad. Reps in return will be able to share the everyday experiences that the parents need. Reps can learn a great deal from their students by working the families. A common misconception is that as a rep "I have to talk to my student to get information." This is not true. Working a family for a day and watching how your kids deal with receiving consequences, acknowledgements, school problems, success, and anything else the day may throw at them will teach each rep a lot – often more information than the student is willing to give in conversation. Reps must spend their time in their families to be able to provide authentic communication about each child. The best experience a family rep can have of a student is a personal experience.

Family reps are also required to assist with medication disbursement and group time on non-call days. There may be times when a parent may call in or may have a complaint on a non-call day. The family rep supervisor may direct a family rep to make a call or send an email on a non-call day. This is appropriate only with the approval of the family rep supervisor.

Family Rep Call Day Guidelines

Your call day is the most important day of the week. This is the day that you will be in contact with each one of your parents. This weekly contact is crucial to the support of the parents and students. Family representatives must communicate clearly and effectively with their parents. Family representatives who communicate clearly and effectively will have fewer problems arise with their parents. For example, I have completed my call day and have told several parents that I will get back to them on several issues. As a family rep I am thinking that I will get back to them on my call day

next week with the answers the families are looking for. However, parents are expecting answers now! Family representative can't **assume** a parent knows their schedule and guidelines. You must set the expectations with each of your families so they know how to best reach you. Family representatives should make each of their families aware of the following expectations:

1. **Tell families what your schedule is.** Family reps work three days a week. Families need to know that you have only one day out of the week that is set aside for your calls. If you will make sure your parents are clear on what your schedule is we are less likely to get complaints like, "My family rep never gets back to me!" We build trust and support with parents. Instead of parents feeling unimportant or avoided, parents will understand the role you are in and how important your days are working in the families. Family reps need to see and understand the benefits of being with the students on their non-call days. Each non-call day is the rep's opportunity to observe the students in their daily activities and compare daily action with what students say and write. Parents will value the days that you are not on calls because you are with their child; however, parents will only value your non-call days as much as ***you*** value them. If you do not value your non-call days, parents will not value that personal experience that you get. The personal experience that family reps have due to their schedule is what sets us apart from any of our competitors. Family reps must value their schedule.
2. **Calls and emails are to be completed on your call day in a timely fashion.** For example: if I tell a parent I will email them on Tuesday, that parent expects to receive an email Tuesday morning at 7:00am. You may have good intentions to get it done Tuesday night, but parents create their own expectation if we don't set it for them. Unmet expectation leads to lack of support for you and the program. You must maintain your credibility by completing all of your scheduled calls and by getting out your emails in a timely fashion.
3. **Educate your parents who may have an urgent matter that can't wait until the next available call day.** These parents should email you first or, if it is more urgent, call the family representative supervisor. Parents should not be calling the staff office. We do not want a random staff to answer parent questions. The front office does take calls from parents but forwards them to the family rep supervisor. Family reps should instruct their parents that if there is an urgent matter or an emergency they need to contact the family rep supervisor at extension 131. Midwest Academy can best support you as a family representative when your parents are directed to contact the family rep supervisor if they can not get in contact with you.

Family reps should help instruct parents to follow our chain of command to have immediate or emergency needs taken care of promptly:

		5. Call or email director (Ben ext. 104)
		4. Call or email Academy Assistant (Jared ext 134 or Cindy ext 123)
	2. Call or Email Supervisor (Kathy ext 131) (Shasta ext 125)	
1. Call or Email Family Rep		

The purpose of this contact is not simply for transfer of information. The purpose of the weekly contact is to build supportive parents and identify struggling and wavering

parents so that we can offer the support needed to assist each family towards program completion. Your call day is critical in building supportive parents.

Family reps cannot trade shifts if the day is a call day. All reps are required to be at work and attend all scheduled calls. You cannot build trust and support if you are not making your weekly contacts. Call days cannot be missed. Family reps who take vacation can miss call days if they have planned ahead and gotten their vacation approved. In these situations family reps need to create an agreement with the family rep supervisor to ensure that each family will be prepared and supported properly.

Scheduled Calls

Family representatives' calls should be scheduled from 8:00am until 8:00pm on the designated call days. Any calls before or after these times need to be approved by the family rep supervisor. Parents should be calling in to contact their family representative at their scheduled time. Parents need to call and show their commitment to their child by remembering and following through with their calls. Parents need to be held accountable for their responsibility to call and stay involved in their child's program. If a Parent has not called by 15 minutes after the scheduled time, the family rep will call the Parent. The phone call will last for the remaining scheduled time. If the Parent does not answer, the family rep will leave a message stating that the Parent missed the scheduled call and that the family rep will send a brief update via email.

If you are taking a new student on your case load and you need to contact the parent to arrange a call for the first time or if a supervisor has requested you contact a family, you are required to call rather than email. If the Parent doesn't answer, leave a voice mail and state that you will try again at a certain time and follow through with that time.

For example, if a student has just been turned over to you, you will have to call the Parents to schedule their weekly call. Someone relieves you from working the family so you can make that call. Unfortunately, you get voice mail. You don't want to just hang up. The parents will call the front office and the receptionist will have no idea who called or why. The parents immediately think there's a problem with their child and it's a stressful situation on everyone. Instead, say something like, "Hi Mrs. Smith. My name is Mr. John Doe (or Ms. Jane Doe), your family rep. I wanted to contact you today so we could set up our schedule for your weekly calls. I am working with the students all day today and won't have the opportunity to be back in my office until about 6:30 p.m., so I'll call you back around that time. I look forward to speaking with you then."

Family representatives should be on the floor assisting the shift from 7:00am until 8:00am. There should be no scheduled calls before 8:00am. There will be occasions where there may be a need for a call earlier than 8:00am, if this is the case you need to get the call approved by the family representative supervisor.

Family representatives should not schedule any calls later than 8:00pm without approval from the family representative supervisor. Family reps that have their last call

at 8:00pm will still be able to assist the rest of the staff with shutdown from 8:30pm-9:30pm. Family reps should be in the nightly staff meetings unless they have an approved late call or email.

Call Schedule

Family Reps must have a complete call schedule for the upcoming week. A complete call schedule will have a few key details:

- There must be a call time specified for each call.
- The schedule must include who is to be spoken with. Reps must indicate if the student is to be on the phone or not.
- Group time must be on your schedule.

Midwest Academy wants to be able to support its employees. One of the best ways that we can support our family reps is by having an accurate call schedule. For example: a parent may call upset because a family rep has missed their call. However, if we have a schedule that indicates that the parent has made an error we can correct the parent and inform them of the correct time. Midwest Academy can support you if we have a complete and accurate call schedule.

The call schedule needs to be as detailed and simple as possible. The schedule must include who is going to be calling in. Is mom calling, Dad, Step-dad, Step-mom??? The schedule needs to indicate this so that if a rep had an emergency and could not make their call Midwest Academy could quickly and efficiently find someone to fill in for the call and feel confident in knowing with whom they will be speaking. There will be no guessing games. Reps must indicate who is calling in. Reps must also indicate on their call schedule if the child is to be on the phone with their family. Again, in case of an emergency and a rep was not going to make a call we must know ahead of time if the child is scheduled to be on the phone.

The family rep's call schedule should be handed in, turned in, or emailed to the family rep supervisor at the conclusion of his or her call day. For example, if my call day was Monday and I worked a sixteen hour shift, I am required to have my next call schedule turned in to the team leader before I leave my shift Monday at 11pm. Any schedule received after a rep has completed his or her call day will be classified as late.

Acceptable Example Call Schedule:

Calls for Wednesday February 9, 2007

Triad	9:00am	
Jessica Z.	10:00am	Jessica on the phone with her parents
Sarah B.	10:30am	Sarah on the phone with her parents
Megan X.	11:30am	Speaking to Megan's mom and dad
Sara T.	12:00noon	Speaking to Sara's Bio Dad
Christine W.	1:00pm	Talking to Bio mom and step dad

Christine W. 1:30pm Talking to Bio dad and step mom
Group 2:30 – 3:30
Laura P. 5:30pm Laura on the phone with Mom and Dad
Katie H. 6:30pm Speak to Katie's mom
Chelsea M. 7:00pm Speaking to mom

Call Notes

Family reps are required to send copies of all call notes to their supervisor. Call notes are another way Midwest Academy can support each of its family reps. For example, parents will call and say that their family rep told them something that goes against company policy. Parents will stand strong and hear what they want to hear. However if a rep keeps detailed call notes, we can look back into the call notes and create clarity with the parents and prevent the “He said, She said” incident. Midwest Academy can support its reps and create the necessary clarity with the parents so they can stay focused.

Family reps must also send a copy of all emailed correspondences to their supervisor. Sending copies of your emails allows Midwest Academy to ensure your parents are receiving a high quality correspondence as well as offer support to your completed work. There are times when an email did not make it to a parent and the parent who did not receive the email calls wanting to know what happened to create the break in communication. If the supervisor has a copy, it is very easy to forward it to the parent and apologize for whatever reason the email did not get to them. If Midwest Academy does not have a copy of the email you as a rep are likely to lose trust, commitment, and credibility with your parents.

Acceptable Example of Call Notes/Contact sheet

Parent/Student Phone Contact Sheet

Student's First/last name:	Steve	Oliver
Time of the call:	Friday 1/18/08@ 8:00pm	Points for Week: 0
Spoke to:	Jeff & Sandy Oliver	Status: Regular
Next phone call:	Saturday 1/26/08 @ 8:00pm	Academic Points: 54

Academic Information

Course completed in Healthquest with a 97%. Is currently in Math 8 unit 4, and is waiting for another class to be added. Will be starting High School Classes now. Track was altered so now he has to pass at least 1 unit of Math in a two unit track, so that way, he will be forced to work on his Math class. He has been using his other classes to pass track and get his course completion points, while neglecting his Math course. Mr Jason will talk to Ms. Jeanne.

Consequences

5 Cat Ones, 10 Cat Twos, and 3 Cat Three's

Health

Still occasionally complaining in his reflections about headaches, but only gets them on occasion according to him. I spoke with parents, and they said he may be manipulating.

Emotional Status

He is still hit and miss emotionally. He chose out of Elements I because he fell asleep at the end of the release process. Otherwise, he was doing well. He came out of it with a great attitude, and said he learned a lot. Then he lost all of his points, because of his crappy attitude, and is now at Zero points again.

Things I Need to Follow Up On/Parent Comments

Parents are supportive, and committed. They want me to find out why Steve didn't write them a letter on 7/17. They said they got an e-mail from him that said " this is just a test, to see if this thing works, Love Steve". I will follow up on that, and e-mail them a report back.
--

Any Items Needed:	
Anything Being Sent:	No items needing to be sent at this time
Upcoming Seminars:	Steve is preparing for Elements I following his choose-out

Missed Calls

Family reps are **never** to miss a call. Any time a call is missed family reps damage their commitment, credibility and trust with their parents. However, there will be times when a parent does not call in at their scheduled time or doesn't call in at all. If a parent does not call in at a scheduled time family reps should wait 15 minutes before attempting to call the Parent. If the Parent answers the phone, you may continue with the phone call for the remainder of the scheduled time. If the Parent does not answer, leave a voice mail explaining that the Parent missed the scheduled call and you don't have another time slot available for them to call back. Let them know that you will send a brief update via email. This email should include the time and day of the next scheduled call (Please remember to mention Central Time when scheduling). This email should also be sent to the supervisor. Family reps should not send any call note sheets if a parent has not called.

Sample Email:

Dear John and Jane,

It was unfortunate we were unable to connect for our call at 9:30am this morning. I tried to reach you at 9:45. I hope everything is okay on your end. Unfortunately, I am unable to squeeze another call into my schedule today, so we will just stick with our regular time of 9:30 a.m. CST on Monday. If this is no longer a good time for you, please let me know some alternative times and I'll see if I can work something out.

Johnny is doing much better today. As you know, he is out of OSS and has been interacting in a much more productive way than in previous weeks. I think the seminar brought up a lot for him but he's starting to work through it. He shared in group, which is huge for him, but my experience is that his share was "surfacy". The shares will get deeper with time. I'm just thrilled he shared at all.

He continues to do well in school. The progress reports were just sent the other day, so you should get that soon if you don't have it already. He hasn't complained about any health issues or turned in any med requests.

Overall, I'm pleased with the progress Johnny is making so far this week. As I said, he is dealing with a lot, so he could very easily end up in OSS again, but it looks like he's making a conscious choice to avoid that. So, I'll just plan on hearing from you Monday at 9:30 a.m. If you have any questions before then, just shoot me an email.

Thanks,

Family Rep

Nightly Meetings

Family representatives should attend the nightly meetings and assist dorm parents and shift leaders with possible red flag students. Based on your observations and contact with the parents you are in the best position to help other staff know how to work with your student. For example, today I had a contact with the parent of one of my students. In my contact the parent shares about a recent letter home talking about wanting to run away from the academy or a student may have had a bad phone call or received some bad news from home. Family representatives need to share this information with staff in all meetings to make staff aware of the additional support needed for this student. There may be more or less urgent matters to share in the meetings but all information shared can assist all staff in being able to understand students better and how to work with the issues at hand.

In addition to sharing information with all the staff, Midwest Academy expects you to be at your nightly meetings to set a good example and to be a positive mentor for the other staff. Your example will help create stability and consistency on your respective side of the facility.

Group

The family representatives play a major role in the students' group time. Family reps must allow time in their schedule on call days to attend group. Family reps should be alert and attentive keeping students on track while they share. Group time is not a time for students to whine, complain, and be a victim. Group time is the family representatives' opportunity to:

1. Hold students accountable for their actions (use accountability formula)
2. Not allow students to stay stuck sharing the surface issues. (dig deeper)
3. Give honest and objective feedback.

Group time is the time to hold students accountable for their behavior and attitude at the academy. Family representatives should use the accountability formula to help students see that they are making the same choices at Midwest Academy as they did at home or to assist students in the recognition of the change that has taken place. It is time for change! Family reps need to be able to have the insight to tie behavior and attitude at home vs. behavior and attitude here. Reps that have this insight and vision can effectively assist students to see this relationship and the need for change. Family representatives who will use the accountability formula will assist their students by working through issues. Students who do not actively use the accountability formula often times are the students who are stuck, who are avoiding dealing, or are not willing to take the necessary risks to facilitate positive and productive real change.

Students that want to share “war stories” and glorify non-working behavior should be redirected and family reps should be committed to “digging deeper” and not allowing students to share “war stories.” Family reps should use the accountability formula to assist students in “digging deeper” into how they really felt.

Using the accountability formula takes practice to be really effective. The proper use of this tool will assist you in reaching each of these students and helping them to decide to change for themselves. It will help them to be more accountable for their actions, behavior, and attitude.

Family reps will also use the accountability formula with their students’ parents. It is critical that we hold parents accountable and recognize patterns that parents have and assist parents in breaking their automatic behaviors and patterns. Parents are very quick to jump into rescue mode or be critical of the program. Family reps must use the accountability formula while working with parents.

In the application of the accountability formula it is essential that family reps not allow students to share just general or surface information over and over. Family reps must be committed to digging deeper and assisting students in their use of the accountability formula. For example, a student may share for fifteen minutes about when they got in trouble at home. They will share about the events and what happened to get them in trouble. These items being shared are just the surface issues. The student has reasons for choosing to break rules, cause trouble, and disobey their home values. The events in and of themselves are not the most important issue. It is assisting each student to dig deeper and recognize how they felt before, during, and after the events. Family reps must assist students in recognizing that how they felt during these events has had an impact on the beliefs that they have. Using the accountability formula allows family reps to dig deeper and not settle for the surface general sharing that most students start with. It is imperative that family reps apply the accountability formula and assist each student in digging deeper.

Accountability Formula

- | | |
|-------------|--|
| Stop | Students need to look at things from a neutral perspective, observing the events as if they were watching a television. They should stop and take a deep breath and slow down and become quiet. Stop before behaving in that same old automatic way. |
| Look | Students need to look at their internal state of being. Students need to recognize how they are feeling. The students’ feelings will allow them to see their interpretation of the situation or incident. In other words, what are my beliefs, attitudes, and assumptions regarding the event or situation? Does the student see a pattern to his or her feelings and reactions? Do those patterns drive his or her behavior? When and where did these patterns begin? |

- Choose** Students' ability to choose is about being responsible in current moment. Students must make a conscious choice to respond and decide what they want to create now, rather than react and go straight into autopilot behavior doing the same things as before without thinking. Students who have taken the time to "look" will see choices or changes that can be made to create what they want.
- Vote** Students must declare to any and everyone what they have chosen. Students who take part in declaring their choices allow anyone and everyone to assist them and support them in what they have declared. Students who declare their position can be held accountable by a much larger group as well which offers additional support.
- Do It** Take massive action right now. Students can't only talk the talk they must walk the walk. Students take action on what they see differently and what they choose to create by putting their heart and energy into their choices. Students must stay committed.
- Step Left** Students must see each new event as a new opportunity to learn. Students who "step left" acknowledge that they are responsible for their life and they have the power to create new opportunities. Each student makes choices to assist his/her commitment to personal growth.

A family representative's feedback in group is critical to the growth of each student. Feedback is just information. **Feedback is your experience of a person or situation at that moment**. It is easy to want to give advice or coaching; however, this should be either nonexistent or very limited. Here's why. Say you've just given a student some coaching or advice on how to handle a certain problem. What would happen if the student takes in the coaching and advice given and applies it and it does not work for them? If this happens you have just ruined your credibility. Students can now blame you and make you responsible for their mistakes because you told them to do something and it did not work.

Feedback assists students in being accountable and responsible for their behavior while coaching and advice can lead to a lack of accountability or a dependency. For example: family reps who give excessive coaching and advice rather than feedback train students to be dependant upon their family rep. Midwest Academy wants each student to be able to internalize and recognize the power and abilities each student has to create something new. Feedback is the tool family reps must use to assist their students.

Honest, objective, and direct feedback provides opportunities for students to learn, grow, and develop self enhancing beliefs as they find solutions to their own issues. Students also use situations like the above mentioned example to manipulate their parents. For example students have said, "My family rep told me to do this and it did not work. If he/she can't help me why am I here?" In the future they may not listen to what we share and may not be open to listening because when they did in the past it didn't

work. Feedback on the other hand is vital because it allows the students to internalize issues and take ownership in their program. Each student can take ownership for their program and the results they create within the program.

Mechanics of Group

Family representatives are also responsible for making sure the following guidelines are being followed during group time:

1. Students must sit next to their assigned buddy, or bunk leader(s), or upper level.
2. Eliminate distractions and ensure privacy by using ear piece with radios.
3. Create equality amongst students. All students regardless of status sit on the floor.
4. Take notes on students who share and give feedback in group. Give detailed information about the feelings and attitudes that come up in group. Family reps should not just write down the events that students share about. Knowing how students respond to feedback is a key in their growth. Family reps should share important information shared in group should be shared in staff meetings to identify any red flags.
5. Family reps are to take charge in group and dictate who shares and length of shares. Ask questions to assist students in getting to the pertinent issues.
6. Use de-escalation techniques. Ask students if they are open to feedback. Ask questions to create clarity.

Academic Information

Each student is assigned a Teacher Representative. They will meet with the student regularly to discuss their academic goals, progress, concerns, and problems. With this information, as well as input from the Family Representative, the Triad Advisor will make decisions regarding class changes and track alterations. Long term goals and other academic concerns will be shared between all participants ensuring that your child is progressing satisfactorily.

*The Family Rep will provide the following information in their triad notes: **The current student level, parent concerns, student concerns, student attitude, pending graduation date, exit plan, recent drops, recent vote ups, number of days in ISS, OSS, Seminars, Sickbed, or Home passes.** Triad information is to be entered by the Family Representative, Triad Coordinator, and Teacher Representative on the Midwest Academy academic web site every*

payday by 4:00 p.m. If you need instructions on entering information on the academic web site contact Ms. Jeanne Mitchell for assistance.

If parents have questions regarding college information, please have them contact our Guidance Counselor, Jim Schneider. If parents need general assistance, assistance contacting Academic Personnel, and copies of official transcripts please have parents contact our Registrar Clerk, Delores Borders. If parents need assistance regarding Special Education and dual enrollment questions please have parents contact our Special Education Coordinator, Gail Clark. If parents have questions regarding academic goals, progress, concerns, and problems please contact our Academic Supervisor and Triad Coordinator, Jeanne Mitchell. For questions regarding ACT/SAT testing contact Jeanne Mitchell..

If you have any questions or concerns feel free to contact us at the telephone numbers or emails provided below.

Phone (319) 524-3560

Academic Contacts

FAX (319) 524-2761

Special Education Coordinator Gail Clark Ext. 129 gail@midwestacademy.net	Guidance Counselor Jim Schneider Ext. 130 jim@midwestacademy.net
Clerk of the Registrar Delores Borders Ext. 137 registrar@midwestacademy.net	Academic Supervisor Jeanne Mitchell Ext. 127 jeanne@midwestacademy.net

Family Rep Accountability Meetings

Family reps are required to attend an accountability meeting with their supervisor once a week. All reps are required to attend and participate as requested. This is your opportunity to discuss each of your students with your supervisor and gain additional support if necessary. Your supervisor will hold you accountable for your call day during this meeting. Did you have contact with each parent? Did you follow up with any parent concerns? Did you follow Midwest Academy's policies and procedures? These accountability meetings are an essential part of your role as a family rep, because they help to ensure that:

- 1) all parents have weekly contact with the school
- 2) family rep has met individually with each student weekly
- 3) family reps are honoring their commitments and following the policies and procedures Midwest Academy has in place

- 4) family rep has the opportunity to make the supervisor aware of any wavering families or other important issues
- 5) family rep gets individual support or training in specific areas

Student Health Care Request Forms

Family reps are required to monitor students who write health care requests. Students can be very manipulative in wanting a “new medication” or to go see the doctor in town. Family reps are in the best position to follow up with parents and ensure that students are not manipulating and that parents have given consent for their child to get the non-emergency medical help that they need. For example, a student may write twenty health care request forms because he has a bad toothache. Students will only have to turn in one form if family reps are following up and monitoring the health care request forms turned in by their students. The family rep can make the parents aware of the problem and make sure they give their approval for their child to see the dentist. **Family reps should turn in the health care request form to the nurse’s office and allow them to schedule the appropriate visit.** Family reps are not to diagnose any student with any type of illness, condition, or health problems. The family reps’ purpose in reviewing the health care request forms is to filter out the manipulative requests and unnecessary forms by following up with parents and getting accurate background and previous behavior information.

Parent Weekend Seminars/Adult Seminars

Family reps are required to attend Parent Weekend Seminars. These seminars will always be held at Midwest Academy. If you have any students attending the seminar you are required to be in the seminar assisting your teen and your parents. Typically PW-1 & PW-2 are scheduled for a Friday and a Saturday. One of the days you will be scheduled to work and one you will not. You will be required to be in the seminar both days. Family reps will get paid for the time they are at the seminar but not on the schedule. If you have no students in the seminar you may not be required to attend (check with the family rep supervisor if you have any questions). **Family reps that are scheduled to work are required to work the remainder of their shift and are not allowed to go home when the seminar ends for the night.** Reps must stay and complete their scheduled shift.

Parent Weekend III is the program completion seminar and the graduation ceremony. PW-III is held on a Saturday and a Sunday. Reps who attend PW-III will be paid for the time they are actively participating in the seminar. Reps will not be paid to attend the graduation ceremony unless they are working a scheduled shift.

Family reps may be asked to attend individual seminars. These seminars are personal growth opportunities but also serve as training. Attending seminars will assist family reps in understanding their role and help them better prepare students for seminars. Family reps who are invited to attend personal seminars will be paid for the days they would have been at work.

Please prepare your parents that Parent Weekend Seminars are working seminars. They are not visits and are not open to siblings, cousins, girlfriends, boyfriends, etc. Seminars are not designed to be social events.

You will be sent a list of students and parents that are being invited to parent weekend seminars, generally right before the invitations are sent. It is imperative that you follow up with each parent on the list to make sure they have received their invitations. The invitations are sent via email, and since they are not coming from you, the messages may be delivered to the junk mail folder instead of the inbox. PW Seminars are a huge part of each family's program, and parents get very upset when they find out about a PW seminar at the last minute.

All the information parents should need to register for Parent Weekend Seminars is included in the invitation. A copy of the invitation will also be sent to you for your reference. Please save a copy and have it available so you can answer any questions the parents might have. You may NOT send the invitation to any parent that is not on your list. If you feel someone should be invited, please discuss it with the family rep supervisor.

PW Eligibility

The following are the requirements necessary for families and students to attend PW seminars:

PW- 1 (2 Days)

When a student graduates Elements I, if the parents are Elements I graduates and the program recommends, the parents will be sent an invitation to attend PW- I. This weekend is designed to address outstanding issues within the family from pre-program days. This seminar is strictly for parents and their program child. Siblings are not eligible to attend.

What parents have learned in previous seminars is critical to this weekend. It is highly recommended this be the family's first visit to their child unless their child has already earned a visit based on his/her status. 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 other PW seminars. At PW- I, parents 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 an Elements I graduate
- 3) Student should be at Advanced Status (level 3)
- 4) Must have program recommendation (student must be enrolled a **minimum** of 6 months).

*Elements II incentive: If parents are Elements II graduates **they are immediately eligible for the next PW-1 seminar, even if the student is not an Elements I graduate and regardless of what status the student has reached.** Parents must be Elements II graduates at the time invitations are sent out. Being registered for Elements II is not enough to warrant program recommendation for PW-1.

It is important to note that just because the parents have gone through Elements II that does not mean that PW-1 is necessarily RECOMMENDED for the family at that time. Please give these parents honest feedback concerning the family's readiness for PW-1.

PW- II (2 days)

PW-II is a critical seminar in which parents and their program child will begin the process of reintegration of the family and the structure necessary for successful transitions home. The focus is on current issues, strengthening family ties, starting the internalization process, and beginning to build a new family dynamic. A major outcome of the seminar is the development of a first draft on the Contract. This is the fulcrum for the new family structure once the teen has entered the home internalization program and beyond program graduation. The family will be focusing on the issues remaining to be addressed for a successful return home.

Families will be invited to PW-II when the following requirements have been met:

- 1) Family has completed PW-I.
- 2) Parents must have completed Elements II.
- 3) Student has achieved Honor Status (level 5) at least 2 weeks prior to the seminar. **
- 4) Must have Program recommendation.

Although PW-II is a two-day seminar, the students may spend 3 days and 2 nights with their parents. The students will stay with their parents each night of the seminar and will

return to the facility on the third day by 8:00 p.m. Students should bring a packed bag to the seminar so there is no need to return to the wing each night.

**** On certain occasions, Midwest Academy will allow Service Status (level4) students to attend PW-II. Generally, these are 18-year-old students that are very near Honor Status. This will be considered on a case-by-case basis and should NOT be discussed with parents before you speak to the Family Rep Supervisor and an administrative decision is made. If a level 4 student is allowed to participate in PW-II, he or she will not be allowed to have the overnight visit with parents during the seminar.**

PW-III (2 days)

PW-III is the graduation seminar. All parents or legal guardians must go through PW-I and PW- II before participating in PW- III, but siblings and extended family members who are Elements I or Youth Camp graduates are welcome to attend PW- III. Families will be invited to attend the PW- III seminar after meeting the following criteria:

- 1) Parents and student must have completed Parent Weekend II
- 2) Student must have staffed two seminars
- 3) Student must have completed the Contract
- 4) Minimum two successful home passes
- 5) Student must have achieved High Honor Status (Level 6)
- 6) Student must participate in the Home Internalization program.
- 7) Student must have achieved 1200 Merit System points beyond High Honor Status plus 400 points for the completed Contract. (Students are invited to PW-III at 1000 Merit System points on home intern but will not graduate until they reach 1600 including the Contract points)
- 8) Must have Program recommendation

Student Seminars

One of the family rep's responsibilities is to continually motivate and assist students through their seminar experience. Reps must follow up frequently with their students to assist them in the preparation for the seminar. Reps do need to be careful and not get into a rescue or helper mindset and do the work for the students or make excuses for them. Reps should assist students by clearly distinguishing the expectations of the seminars while holding them accountable.

Family reps must see the value in the seminars and assist each student to see the value of each seminar as well. Family reps should use their seminar "cheat sheet" to prepare students for seminars. The "cheat sheet" gives accurate information about what students should be prepared for in each seminar. Reps that use their cheat sheet will be able to provide an accurate view of what work each student must do to complete each seminar. Family reps should also emphasize the importance of the communities. If students do not complete the communities they will not enter the seminar. Family

reps should encourage and motivate students to put their full effort into the community homework. Reps should be aware of their students who have chosen out of communities. Family reps can inform parents about the choose-out and prevent false expectations about a student entering a seminar. The seminar cheat sheet can be found in the appendix of this manual.

Student Seminar Information Form
Filled out by the Family Rep

Student Name _____ Level _____ Points _____

Family _____ Family Rep. _____

How long has the student been in the program? _____ (months) Seminar attending _____

1st time _____ 2nd time _____ 3rd time _____ other _____ (for other write in the number)

INFORMATION: Specific Information Required:

- 1) Is there any medical condition we should know about which may prevent the student from engaging in all of the seminar process? What other medical conditions or meds for this student?

- 2) Is there any exceptional reason this student should stay and graduate this seminar?

- 3) During the last month how has the student been working his/her program? What have they been sharing in group?

- 4) Are there any specific issues the trainer should know about so as to better work with this student?

- 5) If there were one thing you see this student needs to address in the seminar, what is it?

Using the back, please give the trainer any other information you think would be of value in the seminar. Example: consequences, relationships in the family at home or on the facility, issues with parents. The more you provide the better the trainer can assist your student

Each round of Seminars, family reps are required to fill out a seminar information sheet for each student on their case load. Even if a student's parents are still going through the parent orientation you will be required to fill out an information sheet for each student. Each information sheet is vitally important because the more in-depth information you write down, the more the facilitator will be able to open doors and dig a little deeper than we were able to outside of the seminar. Each breakthrough greatly assists students as they advance, mature, and grow through their seminar experience.

Family reps should also assist their students in meeting their staffing requirements. Encourage students to attend and staff weekly communities. The experience that students receive as they participate in the community will allow them to more successfully work with other teens while in the seminar. The students who staff the most communities and work the hardest will be the first students chosen to staff. Reps need to emphasize that students staff seminars based on their results. Students who go to communities and hang out and do not work very hard are not likely to be staffing. Each student is responsible for his/her own actions

Seminars are a significant part of each student's program. The seminars help gauge the amount of information each student has learned and can be held accountable for. This is why students are required to complete certain seminars to achieve a certain status. Each student needs the information and maturity that comes from completing each seminar. Students are required to complete seminars before they can obtain a higher status. Students must graduate the following seminars to be eligible for the following statuses:

- Elements I graduates eligible to vote up to Advanced status (level 3).
- Elements II graduates eligible to vote up to Service status (level 4)
- Students should in most cases be a Value Living graduate before they staff a seminar. It is not always required but a general rule is that the students who have been working in communities and are Value Living graduates will earn their staffing opportunity first.

Student Monthly Progress Review

Once a month each student is required to complete a monthly progress review. This review can be found at the top of each student's personal merit page and is labeled Monthly Review. The monthly review will allow each student to evaluate his/her commitment as well as the commitment of his/her parents. The monthly review is designed to identify wavering or non-supportive parents. This is how. Once a student has completed his/her review, reps should go over the results of the monthly review with the student's parents. Reps who listen and are alert will recognize red flags that parents might show.

For example, one of the questions is "DO YOU BELIEVE YOUR PARENTS STILL EXPECT YOU TO COMPLETE THE PROGRAM? IF YES ON A SCALE 1 TO 10 (10 BEING THE MOST IMPORTANT) HOW IMPORTANT DO YOU THINK PROGRAM COMPLETION IS TO YOUR PARENTS? PLEASE EXPLAIN:" The student's response to this question could be "No, I think my parents are a 2. They wrote me something about just getting school done." As a family rep I can share this with the family and their response will be a big indicator of their level of support. Parents may respond in several different ways. Here are three common responses to the example above:

1. The parent may say, "I don't know where he/she is getting that from. I said or wrote this but I did not say anything about not completing."
2. If the parent does not give a direct response, there is probably some truth to the student's statement. The parent who does not give a direct answer will often times justify, hesitate, or attempt to dodge or avoid the issue.
3. The parent may say "We did tell him that"

These are just three of an infinite amount of responses. However, in each response there is valuable information for a rep to pick up on. Reps need to be able to see the red flags and work to assist the families in working towards program graduation. Dedicated reps can assist non-supportive and wavering parents to increase their commitment to graduation if they see and assist each family early enough.

Red Flags

Family representatives should be observant and pay close attention to any "red flags" that parents or students may show. Red flags are signs that may be showing that would indicate that a parent's commitment to graduation is wavering or parents may be completely non-supportive. Family reps who see the "red flags" early and get support for their families are more likely to maintain "on board" parents. Here are some example red flags to look for:

- Parents never making their scheduled calls
- Parents being overly critical for small or trivial reasons.
- Parents who are focused on only one aspect of our program (usually just school)
- Parents who will not sign or resend commitment letters to their child.
- Parents who want to tell you how to do your job.

- Parents who want their kid “fixed” and feel they have no problems.
- Parents who refuse to attend seminars or choose out of seminars.
- Parents who start making deals with their child and not going by what the program recommends.
- Parents who do not see the value in their child attending seminars.
- Parents who want/demand exceptions for their child
- Parents manipulating by asking different staff for different answers when told no.
Example, parents who don’t follow the communication chain of command. Pg 7

These are a few common red flags. There are many more. Family reps need to be observant and identify their parents that may have red flags so that these families can be offered the proper support necessary to work towards program completion and true internalized growth and change.

Student Status Advancement

One of the primary purposes of the standards sheet is to see how each student will interpret the standard and choose to live by their interpretation of the standard. For example, if a student is attempting to vote up to level three, one of the standards is working with parents. How can a rep determine whether or not the child is truly working with their parents? There are a few areas: how they share in group about their parents, letters are working, and most importantly their confession letter is sent home. Reps should give feedback to students but not tell them what to do. Much of the growth that will take place is from students working and finding the solutions themselves from the feedback given to them.

Each status with its accompanying standards has a set of unwritten standards that fall into the standards that are listed. Like the example above, the written standard is working with parents, but as a rep you must know that there is more to it than that. It involves sharing, attitude, working letters, and a confession letter. All of those things make up the one standard of working with parents. There are several unwritten standards that reps should look for to see if their students achieve these standards on their own, or if they will need to be compelled to live the standards. Examples are:

Status	Written Standard	Unwritten Standard
Advanced Status	Working With Parents	Confession letter sent home
Honor Status PW-II Grad	Eligible for home passes	Don't schedule till rough draft of Contract is completed and you have gone over it with your student
Graduation	Contract complete	Contract has levels & Point systems.

Students who attempt to vote up need a signature of a family rep. It is the family rep's responsibility to ensure that each student is living and fulfilling the standards of a status before signing any vote ups. If you do not support your student, reps must provide the feedback and standards that must be worked on. The standards are:

Achievement Status (2)

200 Merits

Advanced Status (3)

- *No baby act
- *Not much negativity
- *Doing well in school
- *Dealing with issues
- *Not much of old image
- *Working with parents
- *No “poor pity me” attitude
- *Motivated
- *Risk taking
- *Good example
- *Follows rules
- *Respectful of others
- *Positive influence in the family
- *Graduated Elements I
- *Must have or exceed 1,000 merits
- *Must be voted up

Service Status (4)

- *All Advanced (3) standards
- *Accepts feedback openly
- *Confident
- *Consistent
- *Honest and Trustworthy
- *Out of old image
- *Aware of issues
- *Doing well in school.
- *Mostly positive
- *No justifying
- *100% effort 100% of the time
- *Assertive with parents
- *Not out for acceptance
- *Not intentional power struggles
- *No “better than” attitude
- *Looking for solutions
- *Graduated Elements II
- *Must have or exceed 2400 merits
- *Must be voted up

Honor Status (5)

- *All previous status standards
- *Demonstrates empathy
- *Confronts other peers when useful
- *Handles conflicts rationally
- *No intimidations
- *No cliques (not leaving people out)
- *Showing leadership consistently, even when no one is looking
- *Must have or exceed 1600 merits
- *Must be voted up

High Honor (6)

- *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
- *Staffed two of the following (Elements I, Elements II, PW-I)
- *Must have or exceed 1600 merits

Graduation

- *All previous status standards
- *Two successful home visits
- *PW-I and PW-II graduate
- *Minimum 4 months of internalization
- *Must have participation in the home internalization program.
- *Must have 1600 merits on High Honor status (including Contract points)
- *Life Contract must be completed and be approved by Midwest Academy and parents or guardian

Confession letter

One of the standards of advanced status (level 3) is working with parents. Each student must demonstrate that they are constantly working with their parents. One of the first ways that students can show that they are working with their parents is to write and send a confession letter home. Family reps should know when their students have completed their confession letter. Family reps should also prepare parents to receive the confession letter from their child. The purpose of the confession letter is to provide an opportunity for the child to wipe their slate clean and start from scratch. Students should be encouraged to write and confess all misbehavior and broken rules while at home. Students who do this can start to build a new relationship of trust with their parents. Students will have nothing to hide from their parents and can in fact start working with their parents. Students who withhold information from their confession letter in fear of the consequences of their actions or in fear of how mom and dad will react when they know will take more time to build a new working relationship.

Students may feel uncomfortable sharing some of the issues enclosed in the confession letter. Family reps are not required to read the letter. Family reps should only read a student's confession letter if given consent from the student or the parent.

Family reps should prepare their parents to receive the confession letter. Family reps should let parents know it is coming and make them aware that the confession letter may be the confirmation of things they already suspected or it could be a shock to them as to what their child was doing without their knowledge. Family reps that prepare their parents to receive the confession letter will be able to build trust with parents and allow parents to prepare for the shock that may occur by receiving the letter.

Students begin to be encouraged to write their confession letter in the seminars. Family reps should use the confession letter as an indicator of when a student is or is not working with his/her parents. Students who have not written and sent a confession letter home should not be supported for advanced status (level 3).

Internalization Phase

The internalization phase is a critical portion of each students program. Each student who returns from PW-II is classified as an internalization student and is eligible for internalization privileges. PW-II graduates must be living all the facility standards and working towards program graduation. Students must request being given the internalization privileges. Students must write an essay detailing why they are ready for the internalization privileges, have peer support, and have an interview with the facility shift leader. Students must be voted up to receive internalization privileges.

Students who receive the internalization privileges are given some unique privileges and responsibilities. Students are given more responsibility over their schedule and their ability to manage their own time. For example, before a student is in internalization

Midwest Academy decides when each daily event takes place for each student. Students in internalization on the other hand are given required activities that must be completed each day and each student is responsible for his/her own schedule to meet the requirements. The internalization students will get opportunities to apply what they have learned from their experience at Midwest Academy. Students perform more service projects in the community and also go on home passes. This practical application is valuable feedback and allows family reps to receive a realistic perspective of what areas still need to be practiced and worked on before graduation. Practical application assists exponentially in the growth, development, and amount of internalized change.

It is important that family reps understand and emphasize the value of the internalization phase for each student. Students will get there. Parents may not feel their child will ever get there, but reps from the very beginning must assist parents in seeing the value in the internalization phase.

Contracts

The purpose of each student's Contract is to be a guiding principle to maintain structure while on home passes, home internalization, and after graduation. Students have become successful as they have allowed the structured facility to improve behavior and create successful experiences in their program. The Contract is to be designed to do the same thing at home by holding students accountable when they are on a home pass, home internalization, or after graduation. Midwest Academy family reps must review Contracts and hold students accountable for the expectations the students are creating when they go home. Students who embrace structure at home and set up a solid support system at home will have the greatest opportunity for successful reintegration into the home. Contracts should have ways to gauge daily progress and different levels or phases of privileges so trust can be *earned* and not just expected. Trust is experience over time, and parents will not trust their teens at home until the teens prove they have earned it. Students who do not have these levels in their Contracts are not open to maintaining structure at home. Instead their Contract is being created to meet the requirement for graduation rather than to create a clear standard of progression for themselves. Family reps must remember that the Contract has to be realistic and practical. Students should not be just saying what they believe their parents want to hear. That will result in problems on home passes, on home intern, and at home after graduation.

It is the family representative's responsibility to work with each student as he/she prepares the Contract. Family reps should not tell students what to do but should look for loopholes and back doors in each student's Contract. Loopholes and back doors are areas that students have left very general and vague. This means, when they are home, students can use the excuses "Well it's not in my Contract, how can I get in trouble for that?" or "I didn't know that" or blame their parents for being too controlling when they get called on it at home. Reps need to look for areas that students are just saying what

they think their parents want to hear. These will be hot spots and areas of concern for families on home passes or after graduation if these back doors are not shut.

Family reps should also monitor students who are attempting to write Contracts. Students who have not graduated from PW-II and are writing a Contract are manipulating. Contracts do not get introduced until PW-II, so if a student is writing a “contract” having not attending PW-II, they are trying to work a deal with their family without actually doing the work or knowing how or why the Contract is so important. Family reps must be able to recognize this as a red flag and give the parents the feedback that their child is trying to sell themselves short or wheel and deal rather than fully engage the work.

Students should be constantly working on their Contract. Family reps should prepare parents and students for the application of the Contract while on home passes. Parents who require students to live their Contract while on home passes will get a much clearer view of what work their child still needs to do. Parents will see what areas are genuine and what areas students may be faking or have not completely internalized. Parents and students will see areas that need to go back to the drawing board and other areas that are highly successful. Reps should encourage parents to set expectations with their child before they come home for home internalization. Parents and students will get a realistic perspective of what the new family dynamic will be like when their child comes home after graduation.

The Contract should not consist of a student just telling his/her parents what they want to hear so that they can go home. The purpose of the Contract is to be a set of guidelines and structure to support the student during their transition time on home internalization and after graduation. Contracts should be structured so that they are in use for 8-12 months. Many students create their Contract and plan on having it done in 2-4 months. This is a red flag that a student just wants to get through the contract and do what they want to do. For example, a student may create his Contract and have his parents agree to it. The student will follow the Contract to the letter, but it is structured so that the student has achieved level 5 of the Contract within 3 months of being home. The student of course wants all the privileges and the parents don't yet trust their child even though the Contract was followed. Often times the situation parents are placed in is a child saying, “I am a level five and that is the privilege we agreed to. Why can't I?” Parents need to know that the Contract should take time to work through to build trust. Trust does not just grow overnight. This is a huge “loophole” or “back door” that reps need to give feedback to the students and parents on. Students will receive 400 merits when they have completed their Contract and their parents and Midwest Academy have approved the final draft.

Student Phone Privileges

Students who advance in status are not only given more responsibility but also more privileges. Some of the privileges are the responsibility of the family rep to administer. Students who achieve advanced status (level 3) are eligible to have one phone call a

month with their family. Students who achieve service status (level 4) are eligible for two phone calls a month with their family. Students who achieve honor status (level 5) are eligible for three phone calls a month with their family and students who achieve high honor status (level 6) are eligible for four phone calls a month with their family. Students who are on probation should not be on the phone. One of the consequences of being on probation is that students forfeit their phone privileges until they are off of probation regardless of their status.

The purpose for students to be on the phone with their family is to begin to rebuild trust while communicating and dealing with outstanding issues from the past or present to create a working family dynamic. Family reps must still be alert and attentive throughout the call to ensure that the call is not just a visit. These should be working phone calls. There will be some visiting done on calls but it is the rep's responsibility to make sure students and parents are prepared to work on their calls too.

Reps should receive copies of critical information from PW-I and PW-II. At PW-1 all the parents and students create a family plan. Each rep should get a copy of this and follow up with parents and students each week they are on the phone. This is the work that parents and students should be continuing, not just visiting. At PW-II there is a more in-depth family plan created and just like PW-I, it is the rep's responsibility to make sure that each set of students and parents are working on the issues discussed at PW-II. Families who have been through PW-II should also be spending a good deal of time talking about the Contract and the future home dynamic. Regardless, phone calls are designed primarily for **working**, not visiting.

Family reps should prepare their students for the phone calls and set the expectations before the call. Students should have an agenda or list of items they want to work on during the call. Students should not be disrespectful or manipulative on the phone. Family reps will determine when the call will start and end. Family rep phone calls should be about thirty minutes long. So, if a rep has got a few items to mention or share with a parent before the student's call begins, reps should make the family and the student aware of how much time is left for the call. For example, Suzie's mom calls in at her scheduled time, and I need five minutes to share some items I feel Suzie's mom needs to know so she can confront or work on with her daughter. I would then tell the mom when we have finished speaking, "You will have 25 minutes with Suzie." Then I would get Suzie and before I put her on the phone I would tell her, "Suzie you have 25 minutes." Reps can then hold both parents and students accountable for finishing at the agreed time.

It is also important to spend five to ten minutes on every call with each of your parents and keep each student's actual time on the phone between 20 or 25 minutes. Reps who will use this time to keep parents grounded and informed have a greater chance of supporting parents all the way to completion. Remember, **the family rep's role is to enroll parents in program completion**. Family reps can lose touch with their parents if their students advance and reps just put their kids on the phone. For example, a rep may have had a very supportive parent from enrollment up until the time the student

was advanced status (level 3). The family rep noticed that the parents seemed to get a little distant and less focused on graduation as the student achieved service and honor status and is on the phone more. At honor status (level 5) the child is pulled. The rep and our facility are left wondering what went wrong. Reps must keep parents informed and grounded. If reps do not, the students will and that is when students will tell parents what they want to hear, which is rarely going to encourage parents to focus on program completion. Reps must be alert and hold kids accountable on their call and not just allow kids to visit. The purpose of each call is to work!

Family reps should also monitor students who just want to complain or vent on every phone call. This is not a working phone call. Students can and should vent and share concerns with parents; however, to do it continually is a sign of manipulation. This is a sign of students wanting their parents to save them or rescue them or to attempt to turn their parents against the program because something is not “right” or “fair” on the facility. Reps must hold students accountable by holding high standards in the vote-up process. In the status standards, especially starting at service status, one of the standards is “looking for solutions.” Students who want to just vent and complain are not looking for solutions and usually have an alternative motive. Students who want to do this usually want to manipulate their parents into pulling them from the program.

Family Reps must take control of each phone call and determine the length of each call and level of work during each call. Monitoring calls will help keep parents and students focused on the work still needing to be done.

Student Visits

Service (level 4) through high honor (level 6) students are eligible for visits with their families. Family reps must coordinate with the facility and parents to ensure the visit is approved and will work for the facility, parent, and the student. Family reps need to email a home pass/off ground request form to the family rep supervisor. Visits should not be scheduled any closer than 4 weeks apart. The family rep supervisor will check the master calendar to avoid any events that may not be in alignment with the dates proposed. For example, John turns in an off ground request for the 19th-20th of March. The family rep supervisor may see that this student has a scheduled SAT test in Quincy on the 20th. The family rep supervisor will make the family rep aware of any necessary changes so the parents can avoid coming down and waiting around in a hotel instead of visiting with their child. Reps can present some new dates that should work to avoid double scheduling.

Family Reps should not submit an off-grounds/ home pass request before a student is eligible. Suppose you have a Service Status student hovering at around 1600 points. You know vote-ups are happening on Thursday and the parents have a regular off-grounds visit scheduled on Saturday and Sunday. You and the parents know that level 5s become eligible for overnight off-grounds. Is the student eligible to change that regular off-grounds visit to a 3-day 2-night visit if he votes up? No. The visit is determined by eligibility at the time it was requested. Making sure your parents understand the policy before the situation arises keeps us all on the same side. If the parents would like an overnight off-grounds, the rep needs to submit a request after the student becomes eligible.

Family reps need to submit their home pass/off ground request as early as possible. Many parents tell reps they are coming the week before the visit. This can cause problems if there is something on the schedule that the family rep does not know about. Family reps should turn in requests two weeks in advance. The sooner we can catch a possible problem the sooner we can find a working solution for the facility, parents, and students.

Family reps need to prepare their parents for the working visit. Before the visit, family reps should email a copy of the off-grounds goals sheet to the parents. This will help to focus the visit and set expectations that it will be a working visit. A copy of this sheet can be found within the next few pages of forms. If you don't have a digital copy on your computer, please ask your supervisor to email you a copy and save it in your documents. You will then be able to send it to your parents before every visit. Parents should not come just expecting to have fun and just vacation. Family reps must prepare their parents for working visits.

Parents need to be prepared to look for old habits and old behaviors that may show up when the students are away from the facility. Parents should look for red flags that may show up on the visit. Some examples of red flags that parents should look for are:

- 1) The student is asking about all of his/her non working friends from home and how they are doing.
- 2) The student is manipulating to come home.
- 3) Students are entitled and are asking parents to buy them lots of things because they feel they deserve them.
- 4) The honeymoon period. Parents need to know that kids are going to only want to show their good side and have the appearance that everything is fixed. Parents who are prepared to work will have issues come up and old patterns will show up as the work is done. This will help you to know what areas still need to be worked on.

Family reps that will prepare their parents to have working visits will get valuable feedback from the family that can assist us in working with their teen. These are only a few of the more frequent red flags that come up. There are many more and parents need to be as prepared as possible for what ever surprises may occur.

Students who go on off-ground visits and home passes must sign and agree to a set of ground rules that will maintain basic structure during the visit. Parents should also read, agree, and sign the ground rules to help ensure that their child does not break any major rules that could result in a drop or probation upon returning from the visit. Family reps must prepare their parents for their visit. Students have smoked, drank, smuggled items back to the facility they should not have had, and many other non-working things during visits. Half of the battle is preparing the parents to know what our rules are so they can uphold them and hold their child accountable for the agreement that he/she made with us before leaving the facility. Reps must prepare their parents for the visits.

Service status (level 4) students are eligible for on and off ground visits. The first visit a student will have with his/her family would consist of the family spending four hours the first day on facility and six hours off-campus. The second day of the visit would be set up for a 10-hour visit away from the facility. Families should stay within the Keokuk area for the first visit. Subsequent visits can be scheduled for two 10-hour days away from the facility rather than spending the first day on the facility.

Honor Status (level 5) students are eligible for overnight off grounds and home passes. Honor students who have not graduated from PW-II are recommended to have an overnight off-ground visit. An overnight off-ground visit consists of the teen and parents spending three days and two nights within an hour of driving from Midwest Academy. **If the student's home is less than an hour away, the parents must agree to keep the student away from home.** Honor and High Honor students (level 5&6) are eligible for home passes when the student has been **graduated from PW-II for at least four weeks.**

Students must also have a rough draft of their Contract completed to be eligible for the home pass. One of the primary reasons for home passes is for students to apply and practice their Contract and see what will and will not work so that they can create a realistic Contract based on practical application. The first home pass a student has will take them away from the facility for 5 days; however, 2 of the days are classified as travel days and 3 full days home. Some families live further away than others. Some families who live closer to the facility will get a little more time with their child; regardless of how far a family lives away the visit will still allow 3 full days at home and the 2 days of travel.

The second and any subsequent visits can allow the student to be away from the facility for 7 days. This allows for 2 days of travel and 5 full days at home. Again, regardless of how far a family lives away from the facility the visit should not exceed 7 days.

Home passes like all visits should not be scheduled closer than 4-6 weeks apart. They can be further apart but not any closer than 4 weeks.

Family reps should instruct parents not to inform their son/daughter about upcoming visits/home passes. Students often times lose focus and go on probation and family reps are required to

cancel or postpone visits. Family reps should make students aware of their visit their last working day before the visit occurs. For example, if John has an off grounds visit on Saturday and the rep works on Friday the rep should make John aware that he has a visit the next day so that John does not go on a service project, transport, med run, or activity and miss part of his visit.

Family reps should not schedule any day visits, off ground visits, overnight off ground visits, or home passes within two weeks of any PW seminar the student will be attending. No visits should be scheduled while seminars are being held at the school, even if the student has already attended the specific seminar. The student may be given the opportunity to staff a seminar during this time, and all upper-levels are needed around the facility while seminars are going on.

Parents may need their child transported to an airport or train station for a home pass. Midwest Academy provides this service for a fee, which is dependent upon location. Midwest Academy must receive the transportation fee before the child is to be transported.

Midwest Academy Home Pass Request

Name of Student: _____ Date of Last Pass: _____

Family Rep : _____ Date of Submission: _____

Dates for Home Pass: _____ to: _____

Is a transport needed? **Yes** **No** Traveling by: **Train** **Plane** **Parents Vehicle**

Approximate time of Pick up: _____ Return: _____

Other Circumstances: _____

Family Rep Signature

Administration: Approved Disapproved

Would approve if/when: _____

Administrator Signature

Date

Transport Information

Parent/Guardian information

Name: _____ Email Address: _____

Primary Phone Number: _____ Contacted on: _____

Transport Arranged: _____ Fee Received: _____

**Midwest Academy
On/Off Grounds Request**

Name of Student: _____ Date of Last Pass: _____

Family Rep : _____ Date of Submission: _____

Dates for On/Off Grounds: _____ to: _____

Approximate time of Pick up: _____ Return: _____ Overnight? **Yes** **No**

Other Circumstances: _____

Family Rep Signature

Administration: Approved Disapproved

Would approve if/when: _____

Administrator 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 MTV

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 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

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 with your PW goals and completing them? Are you going to set new goals? 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 breakdown? 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.

Student Transports

Family reps are responsible for making sure parents know Midwest Academy's transport policies and fees. Parents should know the fees for transportation so that parents can send the transport fee ahead of time. Family reps must require parents to set departure/arrival times between 9:00am-7:00pm. For example: Parents should not schedule their child to leave the St. Louis airport at 7:00am and return on a flight that arrives at 11:05pm. In both cases, flights are not approved. Family reps will be held accountable for educating their parents that departing/arriving flights must be within the 9:00am-7:00pm time frame. Parents who choose not to follow the Midwest Academy transport policy will either be billed a higher rate because of the added risk or Midwest Academy will not transport the student. Family Reps must get approval from the family rep supervisor to go outside of the travel-time guidelines. Do not assume it will be okay. **Parents must be told not to purchase tickets for their child until the pass has been approved.**

If a family rep is to set up a transport the following guidelines should be followed:

1. Complete the Home Pass Request.
2. Submit the home pass request form via email to the family rep supervisor for approval.
3. If the pass has been approved, the family rep supervisor will forward the Home Pass Request to the transportation coordinator and the family rep.
4. The transportation coordinator will email the parents stating that the home pass has been approved. This email will outline all of the transportation guidelines and associated fees. Family Reps are sent copies of this email.
5. The family rep should keep the approved home pass request in the student's file.

Please have your parents call or email the transportation coordinator (ext. 110 or sarah@midwestacaemy.net) with any questions or concerns that they might have regarding the transport after it has been approved.

Don't try to answer any questions about transport fees and airport information unless you have the correct information in front of you. If you don't know the answer, DO NOT make something up. Refer the parent to the transportation coordinator or look in your family rep handbook.

Transportation Fees:

<u>Destination</u>	<u>One-Way Fee</u>
Burlington, Quincy, Macomb, Mt. Pleasant	\$100.00
Chicago	\$300.00
Cedar Rapids, Moline, or Iowa City	\$200.00
St. Louis, Des Moines, Peoria	\$250.00
Hamilton, Ft. Madison, Kahoka, Carthage, Warsaw	\$75.00
Keokuk, ACT	\$50.00

Clothing, Personal Items and Packages

Family reps must know Midwest Academy's policy on clothing and personal items. The policy is:

Students wear uniforms which minimizes 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. We strongly recommend that such items be sent only if insured against loss or damage under your homeowner's policy. As stated in the Enrollment Agreement, we cannot be responsible for lost, stolen, or damaged items although we make every effort and precaution to see that this does not occur.

This is the information parents go over during their new parent orientation as well as receive in their parent handbook. It is recommended that reps strongly encourage parents to follow this policy by not sending any personal belongings or valuable items. These items could get damaged, lost, or stolen. This is also written in the enrollment agreement that each parent signs. Midwest Academy can support each rep as long as each rep is doing their part to keep these personal and or valuable items off the facility.

Students who advance in status are allowed to have some items that parents will need to send to the facility. Family reps should not make a habit of requesting items a student wants before he/she obtains the status. If the package arrives and the student has not obtained the status, there is a greater chance of something getting lost, misplaced, or stolen. Reps should strongly encourage parents not to send any status advancement privileges unless the child has already voted up.

Family reps should determine if a student really needs any items sent to the facility. For example, a student may be writing home week after week for toothpaste and deodorant. However, students do not need any of those items sent from home because Midwest Academy already provides them. Students may be manipulating their parents for a specific brand or style. Reps should be approving items to be sent to the facility before they are even sent. Parents should be made aware that they should not be sending anything without checking with their family rep first.

Family reps will be held accountable for any lost, damaged, or stolen personal or valuable items if a family rep gives approval to send these items. Reps may be asked to replace or reimburse the family for the item(s). Midwest Academy's Policy is that these items should not be on our facility. Reps should always follow this policy to prevent any unnecessary problems.

Family reps need to make parents aware that unnecessary and unapproved items will be sent back home at their expense. We do not want packages or items sent to the facility that the family rep has not approved.

Students are allowed to have packages sent to them twice a year: Christmas and birthday. What can be sent in those packages depends on the status of each student. Students can have other packages sent, as needed, if approved by the family rep.

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 as outlined in the Clothing, Personal Items and Packages section. 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. Family reps should follow the student handbook guidelines for approved items for each status.

- 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/approved 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

Family/Pet photos
Candy/treats
2 books
Pajamas; only bright colors, no black
Pillow case with family picture
Letters
PACT discs
PSAT discs
Book Mark
Specialty Shampoo/Conditioner
White socks
Stationary Paper
Blanket
Sheets
Electric Razor
Non-scented lotions

Face Wash
Toothpaste
Mouthwash (non-alcoholic)
Soap Holder
Toothbrush Holder
Towel
Hand Towel
Wash Cloths
Journals (no spiral journals)
Deodorant
Vitamins
Shower Sandals
Lip balm
Watch; Level 3 & above (small & with no glass)
Photo Albums

Students that are on upper levels are allowed to have more items. Family reps and parents should be referred to the student handbook according to whatever upper level status has been achieved and what items each student is now eligible to possess.

Student Counseling/ Support Groups

Midwest Academy believes that each student has the ability to work through his/her issues; however, some students will need more assistance than a family representative can offer. In these situations Midwest Academy can offer counseling from a clinical social worker. Family reps must get approval from the family rep supervisor for the social worker to see the student. Reps should email the family rep supervisor a request with the name of the student and the reasons why the rep and/or parents feel the student could benefit from the counseling.

Family Reps must also inform parents that this counseling service is an additional charge. Parents will be charged \$100 dollars per individual session. Each visit is approximately one hour. Family reps, parents, and the family rep supervisor will work together to determine how many visits per month should be scheduled with the social worker.

Adoption Group

Midwest Academy has an additional resource for students who are adopted children. Adoption group is facilitated by a trained and certified counselor. This additional resource may be used to assist students who struggle with being adopted. It is time spent on a specific major life issue.

Family reps must inform parents who are interested in having their child attend adoption group that the group is an additional charge. The group is held once a week and should last approximately between one and one and one-half hours depending on the attendance of the group. Parents will be charged \$50 dollars per group session.

Family reps that have students that they would like to attend the adoption group should email the family rep supervisor to get the student approved and placed on the role for the adoption group.

Chemical Dependency Group

Midwest Academy provides a chemical dependency group for its students who have abused and are addicted to alcohol and drugs. Midwest Academy does not charge any additional fees to parents who have their children attend the chemical dependency group; however, Midwest Academy does set some restrictions on who is eligible to attend. For students to be eligible to attend chemical dependency group students must be advanced status (level 3) or above. Family reps must also get approval from the family rep supervisor for the student to be added to group. Family reps should email

their request for approval to the family rep supervisor. Family Reps should start discussing the Chemical Dependency group with the parents when the student is preparing to vote up to Advanced Status (level 3) if chemical dependency is one of the student's issues.

Departing Students

Students and families who are enrolled at Midwest Academy but are not working towards program graduation should not be treated any differently than a family/student that is working towards program graduation. Family reps should still maintain a high degree of professionalism and do all they can to assist each and every student they are responsible for; however, there are times where a parent may tell their child that they will be pulling him/her from the program. Most students who know they do not have to graduate the program act differently and as a result get treated differently. Family reps should be committed to maintaining the facility standards and allow each student be accountable for the results they create.

Family reps who know that a child is being pulled should email the family rep supervisor. Family reps should include, if possible, the date that the family will be picking up their child and the reason for leaving the academy.

Family reps should take the withdrawn student's file to the front office to be stored. Family reps should have all of the students filed information handed in on the next business day the family rep is working.

Professionalism

Family reps must maintain a professional relationship with all of their assigned students. Family reps should not create nicknames or pet names for students. Family reps should not create any unnecessary physical contact. Examples: hitting, slapping, pushing, wrestling, rubbing or massaging. Family reps should enjoy working with their students and have fun assisting them but family reps must be committed to maintaining a professional relationship at all times.

Special Casing

Midwest Academy from time to time will “special case” a student. A “special case” is anything outside of the normal program guidelines and structure. Family representatives do not have permission to authorize a “special case” scenario. Often parents will suggest doing something outside of normal guidelines. Even if parents give approval to go outside of the program guidelines, family reps do not have authorizations to “special case” a student. Family reps should discuss any potential “special case” situations with the family rep supervisor for approval. When and if a student is “special cased,” boys/girls facility coordinators, shift leaders, and all appropriate staff need to be notified.

For example: A student has been at the academy for 14 months and is a PW-II graduate. The student has dropped to advanced status (level 3). The student has worked very hard and has been very consistent since his/her drop. The family rep and the parents feel like the child needs to be back into the leadership phase of the program. The family rep meets with the family rep supervisor and they discuss the student voting up to service status (level 4) based on results. The family rep supervisor supports the idea and informs all the appropriate staff of the special situation.

Family reps should not offer any special treatment to one student that he/she would not offer to another. All the students on a family rep’s case load are important and deserve to be treated with dignity and respect. Family reps should not play favorites with students and allow certain students to have more privileges or freedoms than the student deserves. All students should be treated equally following the structure and guidelines of the facility.

Office Space

Offices should be kept clean and presentable at all times. If family reps must eat in their office they should remove all food, trays, flatware, etc ASAP after eating. Any candy or snack foods must be kept in containers so bugs are not attracted. Family reps share an office, which means other people have to work in that space. It is not appropriate to have students pick up after you, especially if you have confidential information regarding other

students lying around in your office. If you want them to vacuum or dust, please have all your filing done and all sensitive items out of sight.

Family reps should keep all their students’ items filed. Putting consequences in a filing cabinet is not filing. Each student should have a file that all paperwork can be filed into.

Family reps should use their office space to complete all of their assigned work. Each family rep has access to a computer and email account. Family reps should only use their work computer and email account for work purposes. Family reps should password protect their computer account and make sure the administrative assistant and family rep supervisor have copies of the password. Family Reps should not allow other staff members to use their computer for any reason. Violation of these standards will result in discipline up to and including termination.

Family Reps should not be on the Internet or use the computer after 11:30PM. Family reps may send emails through their work email account, but if reps are sending emails after 11:30 PM on a consistent basis, the rep should meet with the family rep supervisor to get assistance with time management to ensure that his/her work is getting done in a timely fashion.

Exit Plans

Exit plans are a vital key to keeping students focused on the internalized change they need to make. Many parents have heard scary stories of what an exit plan is and what its purpose is. The purpose of an exit plan is to support the family. Exit plans are created to set boundaries and define new relationships. If a child is not working at Midwest Academy he or she is not going to work at home. Parents that create an exit plan and are committed to their exit plan provide a greater opportunity for their teen to achieve the change they desire. For example, many students are assuming that when they turn 18 that they can leave the school have their car back and live at home again and a variety of other assumptions. Parents that will create a clear exit plan will have a greater chance of keeping their child focused on the reality of their choices. Parents must feel comfortable with their exit plan and must support it 100%.

Exit plans do not require any input from the teen. Exit plans are not negotiable. The exit plan is set up by the parents so that if a child decides to live outside of the parents values they can; however, the parent is not responsible for them anymore. Parents share in the exit plan what they are willing to give their child to support them. Some parents tell kids they get \$5 dollars and trip to a homeless shelter. For most parents this is extreme and unrealistic. Parents must be able to support it.

Family reps should have an exit plan that parents can support by at least the time a student is 17 ½ years old. Parents that will do the work and provide an exit plan sooner will provide a greater opportunity for their child to stay focused on what can and should be achieved. The sooner a student can get his/her exit plan the more they can think about the decision they would be making and the options that they would be forfeiting. For example, parents present their exit plan to Johnny 8 months before his 18th birthday. Part of the exit plan details that the parents will not pay for Johnny's college tuition if he does not graduate the program. Johnny had not thought about this and the more he thought about it the more he realized he could work his program and not lose out on his parents paying for college. The exit plan's purpose is to support the family by providing the best opportunity for students to make an educated decision for their life and their future.

The Merit System

The computer merit system is a valuable tool to assist family reps. The merit system stores all reflections and merit sheets electronically. The merit system has many other benefits as well. The monthly review is also on the merit system. Family reps should explore the merit system and how it works to utilize its many functions. A family rep can read all of his/her students' reflections and read their point sheet. In addition to this, reps can ask specific questions or give feedback to students in the comment section in the students' reflections or in their observations. This allows students to write on a more specific topic that a family rep may need to know. The merit system has many effective tools that can assist family reps who are willing to put the time into learning its ins and outs.

Gifts

Family reps should never solicit any gifts or additional compensation from any parents, relatives, or friends of any of Midwest Academy's clientele. Some families will insist on thanking their family rep by purchasing a gift, giving money, or offering services to their family rep. You may think it's a nice gesture, but it is unethical to accept gifts, especially expensive gifts from your clients. These gifts can create the illusion of impropriety – that the family has been given some special favor in return. Family reps should make the family rep supervisor aware of the offer before accepting any gift, compensation, or additional services. The family rep supervisor will work with these situations on a case by case basis.

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 be for as long as the parents feel it is needed. Generally it will be the last two to three 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 and 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 rep the material stated below.

Family reps will give feedback and assist in the bumps along the way. Here is the rest of the information about the Home Internalization.

Standards for consideration:

- * Level 6

- > * Centered and Grounded
- > * Striving for Excellence
- > * Loving and Caring
- > * Humble and Learning
- > * Good problem solving skills
- > * Does not support Weakness

- * Approved life contract

- * Support from Family Rep, Parents and Rep Supervisor.

Rules:

- * Live life contract.
- * Weekly phone calls with rep (student and parents).
- * Daily points and evaluations, using the merit system.

Philosophy: These are items that should be discussed weekly with parents and child

- * **Accountability:** weekly phone calls with rep.

- * Schoolwork completed/ grades

- * Time management - what time went to bed/ awoke, goals accomplished during week
- * Relationships - conflicts how were they resolved, meaningful time spent together
- * Work- performance at work, 100% effort
- * Consequences - what were they and how were they handled
- * Prevention- little things: room clean, chores done, good attitude,
- * Open communication, clean appearance

*** Goals**-short term and long term

- * What are they?
- * What means have been taken to accomplish them?
- * How has the family been involved?
- * Are they meaningful goals?

*** Personal Growth**

- * Journaling
- * Daily reflections
- * Group with family
- * Continuing practicing Bradshaw communication technique.
- * Recognizing accomplishments of day and weeks
- * Centering activities
- * Continuing to give back. Other service projects

Please keep in mind that home internalization is not the same thing as program graduation. Students return home as a level 1 on their Contract, but they should be living Midwest Academy Level 6 standards

Students will be invited to attend PW-III when they have earned 1000 Midwest Academy points on Level 6, but they will not be allowed to graduate until they have 1200 merit points and the 400 points for the Contract. 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.

It is imperative that the students enter points and reflections on a daily basis. This is the only way we can monitor the students' progress – the same way we did when the students were at the facility. They are still Midwest Academy students and facility rules still apply. If the students don't do their points, give them a consequence. If they don't do reflections, give them a consequence. Students will never be invited to graduate unless they enter their points.

Along the same lines, parents must grade their students on a daily basis. They are the students' dorm staff – you are the family rep. You can not accurately grade students if you have no experience of them. Encourage the parents to grade them honestly based

on their daily experience of their student's behavior. They will not do themselves or their child any favors by being too easy on them.

We do not have the families go through the Merit System process just to give them something to do or even as a gauge of their progress. We use it as a tool to keep the students and the parents focused. It forces the students to remain accountable for their behavior and the parents to be accountable for noticing and holding them to a high standard. The little things are important. Our students don't graduate and go out and get drunk the next day. They don't start off disrespectful or defiant. These things occur because the family overlooks the little things and starts to let their values slide. Something as simple as doing points in the Merit System can bring that focus back to the program they are still working.

It should be a huge red flag if your students aren't doing points or reflections. First of all, it's a broken agreement. Doing daily points and reflections is part of the home internalization agreement. Secondly, what are they doing that they're trying to hide from you or their parents? Or, what are they doing that's so important that they can't take a few minutes to enter points and reflect on their day? It's a sign that they are breaking away from their program and their responsibilities and this concern should be addressed with both students and parents if it happens regularly.

Parents who don't grade their students are a huge red flag. You know from experience that it only takes a minute to grade one student. Either the parent agrees with the student's evaluation of himself or not. If the parents are not willing or able to do this, you as the rep need to find out what the problem is. Are the parents really aware of their student's behavior? Are they too busy to notice? Are they insecure about the grading process? Do they see the value in it? Do they know their child will never graduate if they don't enter points – and is that the real issue?

It is extremely important that you have weekly calls with both student and parents. You cannot expect to get an accurate picture of how things are going by only talking to the student or by only talking to the parents. Each party brings a different perspective. When the students were at the school, you didn't allow the students' letters to be the only communication. You didn't just dial the parents' number and hand the phone to the student. Neither the parents nor the student can give you an objective view of how things are going. You must speak with both parties and deal with their individual issues before you can get an accurate account.

Your role as a family rep hasn't changed. You are still to give direct and honest feedback based on the information you are given. You are there to support the family and to hold them to their greatness. At this point of the program, your honesty and support are needed more than ever. They are so close to success and so close to failure.

We implemented the home internalization program because the families were unprepared for graduation. We were sending these kids home at level 6 with nothing but

their life contracts and unrealistic views of their new life at home. Parents are so happy to have their baby home that they overlook the “minor” stuff. The kids start to expect that their parents will overlook the “minor” stuff and start to stray a little more from the family values to see what else they’ll get away with. The parents don’t even notice it happening most of the time until something big happens. These students would normally come back to the school under warranty. Hopefully, with weekly accountability meetings with their family reps, these families can get past the honeymoon phase and realize that their work isn’t finished simply because their children are at home.

Please go over the Home Internalization packet and Midwest Academy’s grading policy with your parents before your student enters the Home Internalization Program. If you do not have the packet, please email familyrep@midwestacademy.net to request it. Hold your home interns and their parents accountable for following the guidelines.

Disciplinary Action

Family reps that choose not to follow the guidelines outlined in this manual are subject to disciplinary action including termination.

Appendix

Additional Funding

Parents may ask about how they can find additional funding to allow their child to remain enrolled at Midwest Academy. Family reps should **never** give parents their advice or opinion concerning the parents financial matters; however, if parents need financial assistance to keep their child enrolled family reps can encourage parents look into a additional resources that Midwest Academy is aware of. Family reps should offer their feedback to parents and allow each parent to make their own decision.

Family Reps should refer parents looking for additional funding to Tara Akers, Midwest Academy's admissions coordinator. Parents may reach her on her cell phone (319-795-4258). They may also email her at tara@midwestacademy.net.

Helping Parents Understand their Participation in Seminars

It is critical that parents know the importance of the seminars and that their participation is critical in their child and families achieving the change desired. The president of Premier Education has shared these four points to share with parents so that they understand the correct reason why we desire them to attend the adult seminars. While we are no longer affiliated with Premier Education, David's points are valid and should be considered. Midwest Academy does not want you to send this information to the parents, but please read it and use it as a resource.

1) The program needs your full support and partnership. The more you are engaged in the change process the greater the message to your teen this is a different game and you expect him/her to work now. You do not want us to be babysitters for you. We are all working for change for the family. This requires action now. Do not go to the seminar merely as a "message" to your teen. Go to do the work and the message will become clear and immediate to your teen in the results you create and how you deal with situations. I have seen the shift in parents from the Focus seminar be a major wake up call to the teen. Many teens (perhaps your at this point) will continue to wait for you to "come to your senses" and take them home.

2) This is a family program and each step taken by all members of the family work in conjunction with what others are doing. Success as a reunited family is highly dependent upon your engagement in the program. We continue to see those families in which the parents are actively involved in the process and using the tools having much greater success at home. The seminars assist you as parents in developing a new family dynamic. The tools, especially at the Keys level, are vital in avoiding old non-working patterns. One place to get an indication of the importance of the seminars is on the BBS. I recommend if you have doubts to go on the BBS and ask other parents.

3) The seminars are the PARENT PROGRAM. Each seminar is designed to build upon the others so that by the time your family is reunited, you are ready. The single most important training parents take is the Focus seminar. The Discovery is about laying the foundation. Focus is the place where personal growth is accomplished. It is a place for each parent to examine their life and patterns so that change can occur. It is about the parents not the child! Those parents who attend Focus have significant life changing experiences which translate to improved relationships, quality of life, major healing within the family and a sense of focus regarding the program. Come to Focus ready to jump in and learn. The environment is challenging while safe. My recommendation is to go now as it is a critical step in continuing to utilize all the program has to offer. Ultimately the teen will return home. It is necessary for the parent to be preparing for this moment.

4) As the parents, you want to be ahead of your teen in the seminar sequence. This will allow you to both understand what is expected in the seminar and how to best use the tools from each seminar to work with your teen. Your ability to discern what is true with your teen is a critical element in ensuring all elements of the program are being integrated into the teen's life. Your growth is a major factor in moving beyond limits, stories and frustration you experienced in working with your teen at home. Staying ahead of your teen in the growth curve will only assist your partnership with the program. Your teen will have many phases in the program – ups, downs, and even sideways. Too often those parents who have not done the work are not prepared to confront or recognize these phases. The single most important training you take as a family is PC1. Those parents having completed Focus and the values work are much better prepared for this critical family event.

David Gilcrease President Premier Education