

Midwest Academy

Parent Handbook

Mailing Address

Midwest Academy
2416 340th Street
Keokuk, IA 52632

Business

(319) 524-3560

Emergency Phone Number

(319) 524-3561

Fax Phone Number

(319) 524-3591

Letters

When sending letters to the student, the letter must have the Parents Name, Student Name and the Family Rep in the return address area along with your return address. Send to the address above.

Mailing address and phone number for billing office

Optimum Billing
50 South State Street
La Verkin, UT 84745
(435) 635-2390

Quick Reference

All questions about your student: ie; academics, progress reports, health issues and correspondence (letters, phone calls, etc.), information about policy and procedures; explanation of merits, status internalization, leadership positions, student's seminars, and character building courses.	Family Representative: (319) 524-3560
Midwest Academy Staff Supervisor / Trainer: Please call this person if you have any concerns or problems that have not been resolved by the Family Rep.	Mike Holker (319) 524-3560 ext 115 (Boys) Kathy Rose (319) 524-3560 ext 131 (Girls)
Family Representative Communications Assistant: Please contact this person if you are having any problems getting a hold of the Staff Supervisor.	Boys' Assistant (319) 524-3560 ext 138 Girls' Assistant (319) 524-3560 ext 116
Parent Seminar Questions and Registration: Dates & locations of upcoming Parent Discovery, Focus and Visions.	Premier Seminar Information: (435) 635-5836 Premier Office: (435) 635-7298
Information & Dates for Parent Child Workshops	Family Representative
Unresolved School Concerns**	1-Your Family Representative 2-Midwest Academy Staff Supervisor 3-School Director
Billing Questions	Optimum Billing (435)635-2390
Phone Numbers	Check Phone Directory in the Parent Manual, keep your key numbers in your wallet for quick reference ie: Billing, Seminar Hotline, Family Representative, MWA Business Office
Miscellaneous Questions concerning the school	Refer to your Parent Manual
Unresolved academic concerns	Academic Coordinator Pam Foster (319) 524-3560 ext 128

** Listed in order of contact for your unresolved concerns. If the first level of contact has not been able to resolve you issue or concern, you may then contact the next person listed.

Midwest Academy Phone Directory

Main Office(319) 524-3560

Fax.....(319) 524-3591

Family Representative.....(319) 524-3560

Boys' Staff Supervisor-Mike Holker.....(319) 524-3560 ext 115
mike@midwestacademy.net

Girls' Staff Supervisor – Kathy Rose.....(319) 524-3560 ext 131
kathy@midwestacademy.net

Communications Assistant.....familyrep@midwestacademy.net
Boys' Assistant.....(319) 524-3560 ext. 138
Girls' Assistant.....(319) 524-3560 ext. 116

Academic Coordinator – Pam Foster.....(319) 524-3560 ext 128

Girls Academics – girlsacademics@midwestacademy.net

Boys Academics- boysacademics@midwestacademy.net

Academic Office-(319) 524-3560 ext 112

Special Education Coordinator– Carla Brown.....(319) 524-3560 ext 129
carla@midwestacademy.net

Premier Seminar Information.....(435) 635-5836

Premier Office.....(435) 635-7298

Billing Office.....(435) 635- 2390

**PHONE CALLS TO THE SCHOOL ARE LIMITED ONLY TO THE SCHEDULED
TIMES AS OUTLINED IN THE “FAMILY REPRESENTATIVE” SECTION,
HOWEVER YOU MAY SEND EMAIL AT ANY TIME ESPECIALLY IF YOU HAVE
ITEMS THAT HAVE NOT BEEN ADEQUATELY ADDRESSED THROUGH YOUR
FAMILY REPRESENTATIVE OR NEED TO BE ADDRESSED PRIOR TO YOUR
NEXT SCHEDULED PHONE CALL.**

SUPPPORT.....	8
PARENT COMMITMENT.....	8
CHARACTER BUILDING PROGRAM.....	11
STRUCTURED ENVIRONMENT.....	11
PREMIER EDUCATIONAL SYSTEMS.....	11
SEMINARS & WORKSHOPS.....	11
PERSONAL DEVELOPMENT COURSES.....	12
ACADEMIC CURRICULUM.....	12
ACADEMICS PROCEDURES.....	12
PHYSICAL FITNESS.....	13
LOCATION.....	13
CLOTHING AND PERSONAL ITEMS.....	13
PAPERWORK.....	14
FAMILY REPRESENTATIVE.....	14
COMMUNICATION WITH YOUR CHILD.....	14
VISITS.....	15
MAIL.....	16
PACKAGES.....	16
RELIGION.....	16
ILLNESS AND INJURIES.....	16
MEDICATIONS.....	17
MEDICAL INTERVENTION.....	17
SUPERVISION.....	17
RESIDENT GRIEVANCE POLICY.....	18
RESIDENT GRIEVANCE FORM.....	19

YOUTH LEADERSHIP PROGRAM.....	20
COMPLETION.....	21
MERITS.....	22
BONUS MERITS.....	22
STATUS.....	23
INTERNALIZATION PHASE.....	25
DAILY SCHEDULE COURSE DESCRIPTION.....	26
REFLECTIONS.....	28
CODE OF CONDUCT.....	29
CATEGORY 1 RULE VIOLATIONS	31
RULE VIOLATIONS AND CONSEQUENCES.....	33
SELF-CORRECTION FORM.....	35
STAFF-CORRECTION FORM.....	35
INTERVENTION.....	36
PHYSICAL INTERVENTION.....	36
ZERO TOLERANCE POLICY.....	37
BILLING.....	38
APPENDIX “A”	39
PREMIER STUDENT EDUCATIONAL ELEMENTS.....	40
PREMIER PARENT EDUCATIONAL ELEMENTS.....	42
PREMIER PARENT/CHILD WORKSHOPS.....	44
DISCOVERY REGISTRATIONS AND INFORMATION.....	46
PREMIER EDUCATIONAL SEMINARS REGISTRATION FORM.....	50
APPENDIX “B”	51
STUDENT COMPLETION CHECKLIST.....	52
ADULT COMPLETION CHECKLIST.....	53

Dear Parents:

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

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

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

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

Denial Phase-This is typified by statements like:

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

Guilt Trip Phase-This is typified by statements like:

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

Anger Phase-This is typified by statements like:

- “If you ever want to see me again, you had better get me out of here.”
- “You’ll wish you had never done this to me.”

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

Negotiation Phase-This is typified by statements like:

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

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

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

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

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

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

Sincerely,

Mike Holker
Family Representative Supervisor

Mailing Address
Midwest Academy
2416 340th St
Keokuk, IA 52632

Phone: (319)524-3560
(319)524-3591 Fax

mike@midwestacademy.net

SUPPORT

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

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

PARENT COMMITMENT

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

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

- 1. Sign and return immediately (fax or overnight) the Standard Commitment Letter that can be found on the following page. Until you do this, your child will not take the progress seriously, and will not fully engage it in the overall process.** Once they really believe that you are committed, they will begin to look at their own situation differently. They will spend their time focusing on working, rather than holding on to their hope that you will be weak and noncommittal. Please do this immediately. Precious time can be lost if you don't.

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

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

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

Midwest Academy

I am committed to the following:

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

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

Parent Name Printed

Parent Name Signature

CHARACTER BUILDING PROGRAM OVERVIEW

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

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

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

STRUCTURED ENVIRONMENT

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

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

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

PREMIER EDUCATIONAL SYSTEMS

Premier Educational Systems, LLC, is a company that contracts with Midwest Academy to provide Seminars and Workshops, Personal Development Courses, and Academic Curriculum.

SEMINARS & WORKSHOPS

Premier provides a series of highly effective “educational seminars and workshops” specifically designed to teach character building. During these Seminars, Students learn about key character-building qualities such as: accountability, honesty, integrity, trust, choices, responsibility, anger, and especially self-esteem. While the Student is completing his or her series of seminars, the parents are invited to attend Parent Seminars and Parent Support Meetings held in many locations throughout the United States. The culmination of the Premier seminars is when parents and Students are invited to attend three effective Parent/Child Workshops. These are designed to

assist each family in improving communications and strengthening relationships. (SEE APPENDIX “A” FOR MORE SEMINAR INFORMATION)

PERSONAL DEVELOPMENT COURSES

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

ACADEMIC CURRICULUM

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

ACADEMICS PROCEDURES

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

The Student’s transcripts are evaluated upon admission to the School, and the Student is assisted in designing an ambitious course of study. The academic Program is a performance-based system. A large selection of required and elective classes is offered. Students are able to complete required credits—and even earn advanced credits—in Math, English, Science, History, Physical Education and many elective classes.

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

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

The academic Program is based on a module system. When a Student enrolls in a class—Algebra, for instance—he/she is provided with a module (a module is the equivalent of a chapter) for that class. The Student starts with the first module and then completes the assigned work. Staff is generally available to assist them. At the end of the module a test is given, and the Student must pass the test with a score of 80% or higher. If the test is not passed, the teacher assists the Student in evaluating the areas of the test that he/she did not pass. The Student is able to go back and study the specific material he/she has not yet mastered. The Student can then

take another test for that module. When the module test is passed, the child goes on to the next module. This requirement that a Student master each module before progressing to the next module ensures that the Student has the foundation of knowledge needed for later, more advanced modules.

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

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

MIDWEST ACADEMY ACADEMIC DEPARTMENT
Fax: (319)524-2761

PHYSICAL FITNESS

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

LOCATION

Midwest Academy is located just north of Keokuk, Iowa only a few hours drive from many major cities in the Central United States. Rich with history, culture and natural beauty, Keokuk owes its existence and its future to its most dominant force, the Mississippi River. Keokuk, Iowa named in honor of the Sauk/Fox Chief, is considered "America's Heartland".

CLOTHING AND PERSONAL ITEMS

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

PAPERWORK

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

FAMILY REPRESENTATIVE

One of the key members of our Staff Team is the Family Representative. The main role of the Family Representative is to make sure your child is receiving quality care and effective growth opportunities. **The Family Representative is in regular contact with your child and is your contact person with the School. The Family Representative will contact you to set a regularly schedule phone call for the purpose of coordination of updates and progress reports. The norm for these regularly scheduled phones calls is every two weeks, however your Family Representative will establish the schedule on an individual basis. Due to scheduled office hours, other previously scheduled phone calls, scheduled meetings, and other various commitments working with Students, there may not be much flexibility for your Family Representative in scheduling your regularly scheduled phone call.** Your family representative works a two week rotating schedule. For example, a family rep works Monday, Wednesday, and Friday one week and then the following week they would work Tuesday, Thursday, and Saturday. One of the three days that your family rep is working is designated as his/her call and email day. Midwest Academy requires your family rep to make all their calls and emails on this designated day. However, this call day switches every other week with the family rep's rotating schedule. **We appreciate your understanding in this matter. It is very important to call the Family Representatives at your regular scheduled time. If parents are unable to call the Family Representative within 5 minutes of the scheduled time, they will need to call at the next scheduled time.** Except in cases of emergency, **Family representatives have prior scheduling commitments that do not allow them to receive or make calls in between regular scheduled phone calls; however, your Family Representative may be contacted by email, if needed, between scheduled phone calls.** Any calls from the Family Representative to the parents would only be for some **special purpose**, and would be made on a **collect basis**. Please be aware that due to staff changes, promotions, and other factors, your Family Representative may change.

COMMUNICATION WITH YOUR CHILD

You may correspond by mail as often as you desire (but your child will receive mail only on scheduled mail days). Once a week is plenty, and suggested by the Family Representative. Phone calls, as stated in the Enrollment Agreement (see Addendum #5), are a privilege that your child must earn by attaining Advanced Status. The time for this is individual to the Students' progress and is an important and necessary process. Your child will appreciate the phone calls to you much more when he/she has to work hard to earn them. Phone calls any earlier in his/her progress would be destructive and disruptive, as the Student then becomes more preoccupied with trying to convince you that he/she should be taken out of the School rather than focusing on progress or necessary changes. **Even when phone calls are permitted, they are**

short and not too frequent. This helps keep the cost down for the parents, as all calls, as stated in the Enrollment Agreement, are on a **collect basis**. Plus, all phone calls require a substantial amount of effort and logistics to complete. Again, it is critical that your child earn the phone privilege, otherwise we are all short changing this progress. **PLEASE DO NOT ASK US TO MAKE AN EXCEPTION!!!** This is totally unfair to the other Students and their parents. Exceptions affect all Students, you can imagine all of the Students asking “why does Tom get to make a phone call and I don’t?” or “don’t my parents want to talk to me on the phone as badly as Tom’s parents want to talk to him?” This creates such a problem that we put in the Enrollment Agreement (**see Addendum #5**) that no phone calls are allowed before the Student earns Achievement Status. Once the Student has earned the phone privilege, the Student is not allowed to call anyone other than his/her parents/guardians.

VISITS

We recommend your first visit is the Parent Child I (PCI) workshop held at the School. You will be scheduled for a PC I workshop shortly after your child has been in the school 7 months. Students need to have completed orientation, discovery and need to have been enrolled for 7 months. Parents must complete Discovery. Upon review and approval of the School, a PC can be scheduled earlier if the parent has completed Focus and the student has completed Discovery. It is also important that we set an example by adhering to the School rules ourselves. For this reason, **we ask that you REFRAIN FROM REQUESTING ANY EXCEPTIONS, as it negatively affects not only your child’s progress, but the other Students’ in the School. This was agreed to as part of our accepting the Student in the School.** (See Enrollment Agreement Item #13). Visitors other than parents must be approved by the parents and Family Representative, who, together, will determine the structure of the visit. All visits (on grounds, off grounds, and home visits) are scheduled with the Family Representative. The initial visit will only be approved if the telephone calls with the parents have been productive.

Once your child reaches Honor Status, your child is eligible for overnight visits, within the vicinity of the School. The Family Representative will confer with the Progress Review Committee to determine eligibility. Honor Status students who have graduated from PC-2 also begin to be eligible for home passes.

When your child achieves High Honor Status, home visits are encouraged and recommended. Home visits are crucial as testing ground for the Student’s eventual return to the home. Home visits are considered before the Student is on High Honor Status if they are a PC-2 graduate. Home visits are determined on an individual basis according to your child’s progress.

MAIL

All mail sent to the Student may come only from parents. All mail sent to the Students is opened with a Staff present, so it is monitored for contraband or inappropriate items. All mail sent out by the Student is mailed to the parents; the parent can then disperse it as they see fit. Please obtain a return address stamp or stickers, and send them to your Family Representative. This will help assure that mail is coming only from and going to parents.

Your child will receive mail on Monday and Friday nights. Parents who choose to email letters to their child can do so but the emails must be received by 3:00pm CST Sunday and 3:00pm CST Thursday. The mail will be logged and accounted for at 3:00 PM on these two days. Any mail that is received after 3:00 will be distributed on the next available mail day.

PACKAGES

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

RELIGION

No specific religion is taught or advocated. This is considered a personal and individual decision, and respected as such.

ILLNESSES AND INJURIES

Many of the activities in which the Student may participate involve some risk. These risks include, but are not limited to such activities as transportation, swimming, hiking, etc. There is also some inherent risks of illness, including but not limited to illnesses that are contagious; illnesses or health risks that are common to the geographic location, including mosquito bites, sores, hives, rashes, slow-healing cuts; illness connected to food services, etc. There is also risk of hurricanes, earthquakes, and other acts of nature, etc. **While the School goes to great lengths to prevent illnesses and accidents, the School cannot accept any liability for illnesses or injuries or other damages occurring to the Student during his enrollment (See Enrollment Agreement Item #17).**

MEDICATIONS

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

MEDICAL INTERVENTION

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

SUPERVISION

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

PREFACE TO THE GRIEVANCE PROCEDURE

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

RESIDENT GRIEVANCE POLICY

Philosophy

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

Policy

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

Levels of Appeal

**Special Review Team assigned by Director
Independent Review
Director**

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

Resident Grievance Form

Student Name _____ Family Rep. _____ Date _____

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

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

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

What staff member gave me the consequence? _____

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

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

I think an appropriate solution would be:

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

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

Investigation notes:

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

Investigator's Signature _____

Student's Signature _____

YOUTH LEADERSHIP PROGRAM

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

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

Students may have the opportunity to participate in the Youth Leadership Program in the following two positions: Bunk Leaders and Facility Leaders. Each bunk of two Students is assigned a Bunk Leader who is responsible for both Students' general conduct and adherence to the School standards. Facility Leaders function three days a week as a Staff assistant or as an assistant to a Dorm Parent.

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

COMPLETION

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

Criteria for completing the Character Building Program are several fold:

- A. The Student successfully completes each of the Seminars. All phases of the Parent/Child Workshops must be completed.**
- B. The Student staffs a minimum of four seminars. Staffing the seminars provides the Student an opportunity to review, reinforce and assimilate the concepts taught in the seminars.**
- C. The Student successfully completes all statuses. Each Status is earned by hard work in character building courses, academics, seminars, and a physical fitness Program.**
- D. The Student, to the satisfaction of his/her parents and Family Representative, resolves any and all issues that would impede a successful return to the family and home.**
- E. The Student demonstrates follow-through, and that new habits are being formed.**
- F. The Student completes two successful home visits, the first being shorter in length and later visits more lengthy.**
- G. The Student has functioned as a youth leader both as a Bunk Leader and a Facility Leader. The Youth Leadership Program is the part of the Program that results in the most growth for the Student. The Student should have functioned as a Facility Leader for at least six months.**
- H. The Student has successfully completed all criteria of the Internalization Phase.**

ALL OF THESE CRITERIA SHOULD BE MET!!!

MERITS

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

The Student’s merits come from the Student’s self-evaluation on their Academic Progress, Classroom Citizenship, Overall Receptiveness, Relationships, Responsibilities, Reflections, and Review Meetings. See forms for additional information.

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

BONUS MERITS

LEADER AWARDS

Students earn up to 12 merits for each day they serve as a Bunk Leader or a “Senior Buddy” for a new Student. Students earn up to 2 merits for each day they serve as an Assistant Bunk Leader.

SEMINAR AWARDS

Students can earn 50 Merits for successfully completing Orientation Seminar.
Students earn up to 200 Merits for successfully completing the Discovery Seminar.
Students earn up to 400 Merits for successfully completing the Focus Seminar.
Students can earn up to 100 Merits when they successfully staff any seminar with commendation.

ACADEMIC AWARDS

Students earn 100 Merits for each academic course they complete.

STATUS

Regular: **Students start out as Regular Status;** Students at this status participate in the regular schedule or activities but must be with a Staff member at all times.

Achievement: **Students can advance to Achievement Status when they have accumulated 200 Merits.** Students can purchase snacks from the School Store Friday and Saturday during the Educational Video and Sunday.

Advanced: **Students can advance to Advanced Status when they have accumulated 1000 Merits,** and have successfully completed the Orientation and Discovery Seminars and have been approved by the Staff and Student Council. They must be “voted up” by the Advancement Committee (compiled of Students and Staff). Advanced Status Students have all of the Achievement Status privileges, plus they may attend two “special” on grounds activities per month. Advanced Status Students can start calling home as arranged with the Family Representative. The Student will be allowed one home phone call per month.

During Regular to Achievement Status, the Student is preparing and moving into “success mode”. The Service to High Honor Status will take more time, as that is where leadership is developed and internalization occurs. Student Service Status or higher are evaluated as all other statuses however they have an additional evaluation for Leadership. The Students are evaluated on: example to other Students; influence on other Students; assistance to Staff; and upholding standards. Students may receive a rating in each area of: Exemplary, Good, Some Improvement Needed, Unsatisfactory or Staff Correction. Each rating has a point value; Exemplary= 3, Good= 2, Some Improvement Needed= 1, Unsatisfactory= 0, Staff Correction= -3 points.

Service: **Students can advance to Service Status when they have accumulated 2400 Merits and have successfully completed the Focus Seminar and have been approved by the Staff and the Student Council.** Service Status Students start over with 0 points and must earn 1600 Merits or more to move to Honor Status. Service Status Students have all the privileges of lower statuses, plus two additional “special” on grounds activities per month. Service Status Students may set their own schedule with the exception of Wake Up, Meals, Group, Three Fitness Classes, first and last Academic Periods and Shut Down times. Service Status Students have the opportunity as well as the responsibility of participating in the Youth Leadership Program. This requires the Service Status Student to function as a Staff Assistant or Junior Staff for 3 days a week. Service Status Students are eligible for family day visits. Students must always let Staff know what they are doing. The Student will be allowed two home phone calls per month.

Honor: Students can advance to Honor Status when they have accumulated 1600 Merits and have staffed at least one of the following seminars: **Orientation, Discovery, or Focus.** Honor Status Students start over with 0 Merits and must earn 1600 Merits or more to move to High Honor Status. Honor Status Students have all the privileges of lower statuses as well as responsibility of functioning 3 days a week as a Staff Assistant. Honor Status Students have two off-grounds activities each month. Honor Status Students are eligible for overnight visits. The Student will be allowed three home phone calls per month.

High Honor: A Student can advance to High Honor Status when they have Accumulated 1600 Merits and have staffed two of the following seminars: **Orientation, Discovery, or Focus.** Students may apply for Parent/Child III when they have accumulated 1000 Merits, but are not eligible to attend the Parent/Child III Workshop until they have received 600 Merits, for a total of 1600 Merits. Once a student has completed his or her life contract, and the student's parents have reviewed the final version and returned it to the facility, the student will receive 400 Merits for the completion of his or her contract. High Honor Status Students have all the privileges of lower statuses , as well as the responsibility of functioning three days a week as a Staff Assistant. High Honor Status Students have two additional off-grounds activities each month. High Honor Status Students are eligible for home visits. The Student will be allowed four home phone calls per month.

Situational Probation: The Staff, with the approval of the Director, may place a Student at Advanced to High Honor Status, on probation in situations where the Staff feels the Student isn't making an honest effort to maintain the standards expected for their particular status. Probation serves as a notice to the Students that they are slipping in their progress or need to make some changes. The Student may even lose some or all of their privileges until they are taken off probation whenever the Staff and Director approve the Student for reinstatement.

INTERNALIZATION PHASE

When the following requirements have been met, you and your child will be invited to attend a Parent/Child II Workshop.

1. Parents completed Parent Child I Workshop
2. Student has obtained Honor Status, NO EXCEPTIONS
3. Student has completed all Student Seminars and Workshops
4. Student has a School recommendation

Typically this requires that the Student be near completion of the Program, be on the upper statuses for some period of time, and be demonstrating a working attitude. Near completion means that your child is within 4-6 months of returning home. This is a critical workshop in which you and your child will begin the process of reintegrating the family. Parent/Child II is an opportunity to spend three days with your child without any distractions to work on past issues, strengthen family relationships, start the home contracting process, and begin to build a new family dynamic centered on your family purpose and values.

Once you and your child have completed Parent/Child II, your child will enter an Internalization Program at Midwest Academy. This Internalization period is a minimum of four months. During the period, you will have greater access to your child to continue this process begun in Parent/Child II. The focus will be to work on the development of a life contract, resolve any final issues, complete educational requirements for school and set the foundation for return of your child into the family. An essential part of the Internalization Phase is the home visit. This allows for gradual reintegration of the family. The first home visit should be scheduled approximately one month into the Internalization Phase based on the child's results after returning from PC-II. A minimum of two home visits are recommended.

Living Arrangements

The Students live in a supervised, yet less restrictive environment. In this new setting, the Students leave their comfort zone and begin a new way of life.

School

The Students will continue their academic Program by attending school every day.

Review Meetings

The Students will have one Progress Review Meeting per day. The group session will focus on issues relative to the child returning home. Students who could benefit from AA or NA meetings will attend regular meetings under Staff supervision.

Activities

The Students may participate in a variety of community recreation, fitness or service activities. All activities will be supervised by adult supervision and approved by the School.

The benefits that the Internalization phase offers are invaluable. Internalization also allows for a “clearing” up of all Academic Credits, so that the Student at the time he/she leaves the School will have an updated transcript that can be forwarded to his/her future school or college.

It also qualifies the Student and his/her family to be eligible to attend all Follow Up Workshops after the child has returned home. This provides an ongoing benefit and help to the Student and family.

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

DAILY SCHEDULE COURSE DESCRIPTION

TAPE CHARACTER BUILDING (AUDIO): Students listen quietly to a 30 minute cassette tape of Motivational and Self Improvement Experts such as Zig Ziggler, Dr. Bradshaw, Stephen Covey, Anthony Robbins, etc.

READING-CHARACTER BUILDING: Group reading of booklets on topics such as honesty, gratitude, hope, letting go, accepting criticism, reaching out to others, drinking, smoking, drugs, teen pregnancy, etc. Each person reads a page and then passes the booklet onto the next Student. The Staff may ask questions about the material read to quiz the Students attentiveness. The Director may also have the group read a specific personal growth book; in such cases the Director assigns the group to read a certain amount of pages each day.

VIDEO CHARACTER BUILDING: Educational and motivational videos that teach character and skill building. Some of these videos specifically address addictions and the process to overcome them.

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

PHYSICAL EDUCATION: Physical Education is the involvement in constructive physical activities and sports such as basketball, soccer, volleyball, etc.

LEISURE ED: The first 20 minutes the Students play cards, board games or other games as assigned by the Staff. The last 40 minutes the Students may play any approved games of their choice, or they may do art and crafts projects, etc.

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

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

MOVIES: Classic or specially selected movies that promote a positive message.

PREP-TIME: Students prepare for bed and shutdown

MUSIC: Students sing popular but meaningful songs through the use of a Karaoke machine.

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

FITNESS: 30 minutes of walking, jogging, calisthenics, or other set exercises.

LANGUAGE: A class to learn a foreign language.

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

BREAK: Supervised outdoor free time where Students can read, write letters, talk, play cards, enjoy the sun.

SPELLING: Students learn the spelling and definitions of several key words used in our vocabulary.

REFLECTIONS

Reflections is designed to assist Students in their personal growth, insight, and development. The School has resource materials, including professional courses on audio and video tapes, which are a part of *Reflections*. The Students earn a portion of their Merits by outlining what they have learned from these video and audio tapes courses. Some of the courses that may be used are as follows:

MOTIVATIONAL TAPES: *Tony Robbins' Personal Power, Building Power Relationships, Positive Attitude Training, Zig Ziggler Goals, The Power of Purpose, The Road Less Traveled, Essence of Success, Science of Self-Discipline, Thinking Big, How to Win Friends and Influence People, Infinite Self, Attaining Inner Peace, Psychology of Achievement, Lead the Field.*

CHARACTER BUILDING VIDEOS: *Addictive Behavior-Selling Lies, Trouble With Tobacco, Stolen Lives, Alternative To Violence, Dropout, Price Tag of Sex, How to Succeed in the Work Place, Empowered Worker, Depression and Addiction, The Power of Choice, You Can Choose (Series), Teens Guide to Improving Self-Esteem, Decision Making For Kids, Twelve Steps, Dealing With Problems, Inhalants, I Want to Fit In.*

EDUCATIONAL TAPES/VIDEOS: (note: the School has a 180-day Program of educational videos-science and history) *National Geographic Series, Lewis & Clark, Scientific Problem Solving, A & E Presidents Series, Mother Theresa, Organic Chemistry, Great Minds of Medicine, Invention Series, Natures Fury, Julius Caesar, Einstein, Nova Series, This Great Century Series, Gifts from the Earth, Untamed Africa, The Entrepreneurs Series.*

Attached to their Reflection Outline is their completed Daily Information Sheet, which will contain the following information:

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

These sheets are turned in daily, and given to the Student's Family Representative. The information contained in daily Reflections is valuable information for the Staff as they coach your Student through their journey of change.

CODE OF CONDUCT

The Students must follow a firm set of rules:

Students are to maintain appropriate manners. This includes refraining from rude behaviors, swearing, being loud and boisterous. It also includes please, thank you, and excuse me.

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

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

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

Students are not to talk about drinking, drugs, or sex.

Students are not to tell about “war stories” or brag about inappropriate experiences.

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

Students are not to make negative statements about the School, the Staff, the country, or other Students.

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

Students should not involve themselves in other people’s business.

Students should never interfere with the Staff’s correction of another Student.

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

Students are to follow the classroom structure.

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

Students are to take proper care of their bodies including regular exercise, eating a balanced diet, etc.

Students should not tattoo, injure, stress or mark their bodies.

Students are to complete jobs and assignments in a timely and cheerful manner.

Students are to be respectful of property, whether it belongs to them, others, or the School.

Students are not to borrow belongings of others without permission.

Students are not to manipulate or use others for their own benefit. This includes lying, cheating, deceiving or playing people off of each other. Students should not ask a Staff for a more favorable answer when one Staff member has already told them “no”. Students should not say “so and so Staff let me do this or that”.

Students should make an honest effort to participate in each of the daily activities and to cooperate with the School.

Any violations of these behavior standards should result in at least a Category 1 Rule Violation. Staff should apply consequences as outlined in the Rule Violation and Consequence Sheet.

If a Student refuses to follow through on any consequences, they should be given a Refusal (Category 4).

All rule violations are placed in categories ranging from 1-5 with 1 being the most minor violation and 5 being the most major. Each category has a predetermined set of consequences consisting of a combination of immediate consequences along with follow-up consequences. All rule violations are coded by number for easy reference. Category 1 Rule Violations are numbered starting with 101. All Category 2 Violations are numbered starting with 201. All Category 3 Rule Violations are numbered starting with 301. All Category 4 Rule Violations are numbered starting with 401. The first number in the code signifies to what Category of Rule Violation is being referred to. In the case of Category 1 Violations, each general violation is numbered, while the specific incident is signified by a letter. On the next page is a detailed outline of each Category 1 Rule Violation with the corresponding code number and specific letters.

CATEGORY 1 RULE VIOLATIONS

101 Rude Act

- a. Intentionally passing gas
- b. Burping out loud
- c. Spitting
- d. Swearing
- e. Blurting out

102 Rude Manners

- a. Interrupting
- b. Loud or boisterous
- c. Crowding
- d. Interfering
- e. Not saying "Please," "Excuse Me," or "Thank You"
- f. Eating with mouth open
- g. Reaching

103 Rude Comment

- a. Crude or grotesque remark
- b. Rude comments about the Program
- c. Rude comments about parents
- d. Rude comments about another student
- e. Rude comments about authority figures

104 Inappropriate Comment

- a. Talking about drugs
- b. Talking about drinking
- c. Talking about sex

105 Unsatisfactory Effort

- a. School
- b. Job Assignments
- c. Fitness
- d. Personal Growth Course
- e. Group Activities
- f. Line Structure
- g. Water bottle neglect

106 Unsatisfactory Attitude

- a. Gestures
- b. Facial Expressions
- c. Words
- d. Whining
- e. Temper Tantrum

107 Late

- a. Late to Class
- b. Late to Activity
- c. Late completing assignments

108 Unsatisfactory Inspection

- a. Bed
- b. Belongings
- c. Room
- d. Grooming/Hygiene

109 Manipulation

- a. Lying or exaggerating
- b. Saying another staff "lets me do it"
- c. Trying to get permission from one staff when one already said "no"

110 Horse Play

- a. Wrestling
- b. Tackling
- c. Shadow boxing
- d. Pushing/shoving
- e. Water fights
- f. Throwing objects
- g. Play Karate

111 Dress Code Violation

RULE VIOLATIONS AND CONSEQUENCES

If a student does not have the merit points to use for the demerits, the student will go to Study Hall automatically.

CATEGORY OF RULE VIOLATION	REGULAR CONSEQUENCES	SELF CORRECTION
CATEGORY 1:	25 Demerits	5 Demerits
101 Rude Act		
102 Rude Manners		
103 Rude Comments		
104 Inappropriate Comments		
105 Unsatisfactory Effort		
106 Unsatisfactory Attitude		
107 Late		
108 Unsatisfactory Inspection		
109 Manipulation	:	
110 Horseplay	:	
111 Dress Code Violation		
CATEGORY 2:	50 Demerits	25 Demerits
201 Disrespect to A Peer	10 Study Hall Points	
202 Disrespect to Staff		
203 Disrespect to Property (banging against walls etc.)		
204 Disrupting School		
205 Dishonesty- by omission/cover-up		
206 Not Following Directions		
207 Breaking Confidentiality		
208 Gossip/Rumor Spreading		
209 Out of Area		
210 Unauthorized Communication With Other Student		
211 Violating Rules that are unique to the facility		
212 Trend		
213 Neglect		
214 Did not Pass track Week 1		
215 Unnecessary Items on the facility		
216 Off Task example: Talking off task will fulfilling assignment		
CATEGORY 3:	80 Demerits	50 Demerits
301 Major Rude Act	20 Study Hall Points	
302 Major Horse Play		
303 Shutdown Violation		
304 Petty Theft		
305 Violation of Visit		
306 Major Mischief		
307 Defacing (Restitution.)		
308 Blatant Rule Violation		
309 Negative Attitude - Major		
310 Runaway Talk		
311 Major Dishonesty		
312 Academic Deficiency		
313 Physical Intimidation (Bullying)		
314 Major Disrespect		
315 Illegal Items		
316 Lending/Borrowing		
317 Sexual Misconduct		
318 Facility Misconduct		
319-A Did not pass track (week 2)	Facility Misconduct and not passing track three weeks in a row	
319-B Did not pass track (week 3)	both result in drop of one status	
320 Major out of area		

Category 4:

401 Insubordination

402 School/Activity Removal

403 Study Hall Removal

404 Refusal

405 Theft

406 Vandalism (Restitution)

407 Fighting

408 Tattooing/Piercing/Disfiguring

409 Cheating in School

410 Shave Head

411 Layering

412 Runaway Plans

CATEGORY 5:

501 Tobacco

502 Alcohol/Drugs

503 Disruptive Removal

504 Serious Misconduct

505 Run Away

506 Out of Control

507 Self Inflicted Injury

Loss of 3 Statutes with minimum
merits

50 Study Hall Points

Loss of 2 Statutes with

Minimum merits
30 Study Hall PointsMove to Regular Status with Zero
Merits

80 Study Hall Points

Move to Regular Status
withZero Merits
60 Study Hall Points**If a student does not have the merit points to use for the demerits, the student will go to Study Hall automatically**

Self Correction Form

Student Name: _____ Family: _____ Room: _____

Date: _____ Time: _____ Code _____

How am I taking responsibility for the following rule violation?

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

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

Student Signature _____ Date / /

Staff Name _____ Date / /

.....

Staff Correction

Student Name: _____ Family: _____ Room: _____

Date: _____ Time: _____

Rule Violation:

[illegible]

Staff Signature _____

INTERVENTION

A Student is placed on Intervention status anytime they are having a hard time coping with the normal structure of the School. Intervention is a place where Students with their bunk leader or other peer leader and assigned Staff can talk things over and sort through things away from the normal pressures of the School or their peers.

A Student can be placed on Intervention status at their own request or at the request of Staff.

Procedure:

1. The Student and their bunk leader or other peer leaders go with an assigned Staff to an Intervention office. The Staff member and a bunk leader or upper level Student is assigned to provide the Student safety, supervision, and care for basic needs, as well as offering insight and advice to the Student.
2. Student's Family Representative should be notified and instructions followed. If the Family Representative can't be contacted, an administrative person should be contacted.
3. Discussions with the Student include giving advice and sharing lessons and insight from the Staff and Student Leader's experience, as well as discussing the Student's choices and the effects of each choice. If a Student chooses not to talk while in Intervention, the Staff should respect their choice. Discussions should not be confrontational, but calming in nature.
4. All discussions should be suspended should bathroom needs or meals arise. The Student should remain under the direct supervision of the Staff and peer leader while these needs are accomplished.
5. Before returning the Student to study hall or any other assigned activity, the Student is required to write a 1,000 word essay on what their goals are for the rest of the day.

PHYSICAL INTERVENTION

Midwest Academy is designed to minimize the need for the physical restraint of a Student; in fact, most Students will go through School without ever needing to have physical intervention. However, we do work with highly oppositional Students who can, at times, be volatile, confrontational, resistive and aggressive, making the need for physical intervention sometimes unavoidable. Staff is only authorized to restrain a Student as a last resort when a Student needs to be restrained in order to protect themselves or others.

ZERO TOLERANCE POLICY

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

1. Endangers Students, Staff and the School
2. Distracts and significantly impedes the progress of others
3. Destructive to the general environment and positive peer culture
4. Consumes Staff time and attention, cheating the other Students
5. Allows negative role models for new or impressionable Students
6. Influences other Students to similarly misbehave or act out

Therefore, any Student exhibiting these types of behaviors will be immediately expelled from Midwest Academy. Students who have been zero tolerated are asked to leave the school immediately. Midwest Academy may recommend Tranquility Bay, a treatment center, or to an alternative location**** chosen by the parents. Transportation to a new facility is the parents responsibility.

Specifically, the following behaviors will result in an immediate transfer to an appropriate alternative:

1. Students who are physically aggressive or seriously threaten other Students, Staff, or property
2. Students who have to be physically restrained for their own safety or the safety of others
3. Students that require Staff one to one intervention for longer than 8 hours or have numerous episodes requiring Staff one to one intervention over a period of three days or more.
4. Students who leave or are intently determined to leave the facility without permission.

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

BILLING

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

Approximately three weeks before your assigned billing due date, you will receive your monthly bill. We will also send a helpful reminder letter about a week later to assist you in keeping your account current and to prevent you from accruing the costly penalty fees that were explained in your Enrollment Agreement.

If for some reason we have not received your remittance payment within three days after your due date, we will overnight a letter to you. We will also enclose a return envelope to use for your payment. A charge of \$40.00 dollars will be billed to your account to cover the cost of the overnight service. This will be far less expensive than the significant daily penalties (See the Cash-In Advance Addendum #1 in Enrollment Agreement), that will occur if the payment is not received within five days of the due date.

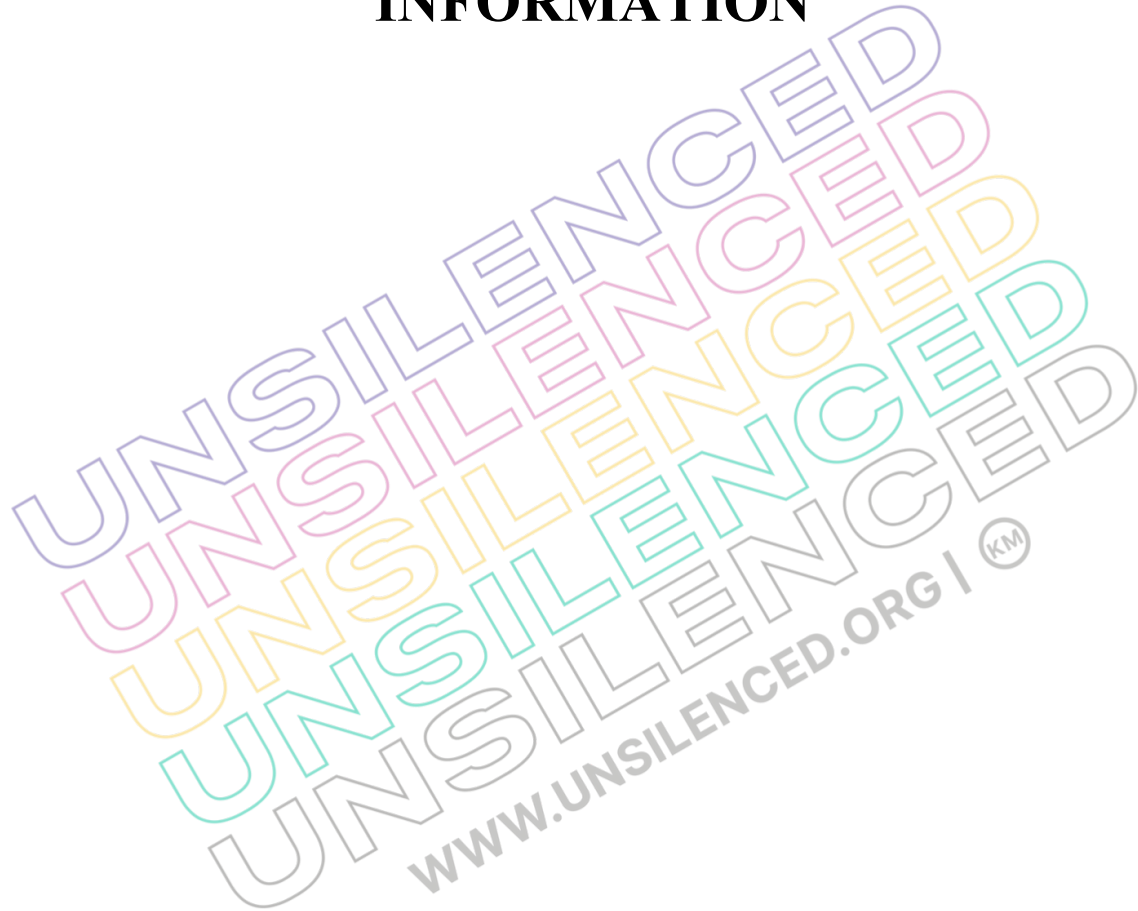
If we haven't received your payment by the fifth day past the due date, you will automatically be disqualified for the cash-in advance discount. At that time, your monthly fees will revert to \$90 per day as explained in item #5 in the Enrollment Agreement. **At that point, we will no longer be able to continue our services, and arrangements will have to be made to bring your child home.**

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

1. Medical, dental, orthodontic, optical, urinalysis, medication, lab work, etc.
2. Transportation to or from the School for any reason
3. Clothing
4. Hair cuts, etc
5. Postage
6. All phone calls from the Student or the School
7. Supervision and Transportation costs for special needs or activities that are separate from the regular Programs of the School (i.e. doctor & dental appointments, travel to and from airports)
8. All Students on medication prescribed by a psychiatrist require additional ongoing Doctor's review, which results in a cost to the parents of \$75.00 per review.
9. The School services do not include any formal individual counseling sessions. individual counseling sessions, while usually not needed or recommended, may be obtained for \$100.00 per hour.
10. Other expenses related to the well being or needs of the Student not otherwise provided.

APPENDIX “A”

PREMIER SEMINAR INFORMATION



INTRODUCTION:

All Students and parents participate in a series of highly effective seminars. These seminars were developed specifically for the School.

The Premier Seminars are focused on enhancing self-esteem, honesty, accountability, integrity, trust, agreements, leadership, communication, and responsible decision-making. The Premier Seminar series also strengthens a person's ability to overcome anger, peer pressure, guilt, shame, and self-limited beliefs.

As Students and parents participate in the Premier Seminars, they are immersed in a combination of educational and experiential activities which allow the Students an opportunity to evaluate the negative results of their past choices and begin making effective new choices. After completion of the various seminars, you will notice certain differences in your child. You may hear your child speak of the changes these seminars have created in their life. Typically, your child will become more open, accountable, and responsible for their lives.

PREMIER STUDENT EDUCATIONAL ELEMENTS:

TEEN EDUCATIONAL ELEMENTS:

Teen Orientation

This is a two-day mini-seminar to introduce your child to the overall purpose and flow, on not only the seminars, but the School/Program. These two days are spent introducing key concepts such as accountability, agreements, and the types of issues that created your teen being in the school or Program. The intention is to have your teen start seeing value in creating change. All teens enter the Program in resistance. The sooner two messages are internalized, the sooner your teen will begin to really work for change. Message number 1 is that you are not coming to rescue them. The only way home is to create lasting change. Message number 2 is that creating change is only done by doing the work. Many teens think sitting and “**DOING TIME**” is all that is needed to return home. Orientation is the first wake up call for your teen. There are no points given for Orientation. All Students should complete Orientation the first time. If your teen does not, this means they are in VERY active resistance. Teens will be in an Orientation within 4-6 weeks of entering the Program. After completion of Orientation, your teen will enter an Orientation Support Group for the next month. This will assist them in preparing for Discovery.

Teen Discovery

Discovery is the first “real” seminar in the process. It is a three-day seminar addressing such issues as accountability, integrity, choice, trust, anger and honesty. Your child will attend the seminar generally about 7-9 weeks after entering the Program. Your child must have a recommendation from your Family Rep (FR), Orientation Support Group leader, and his/her family/group. There is a workbook your Student will be using after completion of Orientation. If significant work has not been completed or your Student continues to be in active resistance, your teen may not be recommended to the Discovery.

This seminar requires the teens to deal with the issues that brought them to the Program. The Orientation and Support Group will have assisted in preparing the teen for Discovery. The standard for completion of Discovery will require teens to be dealing with issues, participate, and be direct and honest. Teens may complete this seminar the first try, but some do not. Before moving to other seminars, your child must complete Discovery. It is important that you understand and support the Choose Out concept. Once your teen graduates Discovery, they will become part of the Discovery Support Communities for the next month. This Support Group will assist in reinforcing the principles of Discovery and prepare the Student to utilize the Focus seminar to its fullest. As part of the Self Directed Program, your teen will do an evaluation of their

participation in Discovery, and he/she may earn up to 200 points. There is a formal rating sheet your teen will use for this evaluation.

Teen Focus

This three-day seminar centers on critical life experiences and self-limiting beliefs that have created a low self-esteem and inappropriate behavior. Your child will attend the Teen Focus after successful completion of the Discovery seminar. Generally the Focus is 6-8 weeks after Discovery graduation. The aim of the Focus seminar is for your child to begin to make new choices regarding their behavior. This requires the risk of releasing their old image and self-limited beliefs. The standard for participation is much higher in Focus than in Discovery.

Many teens do not graduate Focus on their first attendance. This is not surprising. Your teen should be very near or ready to move into the Leadership Phase of the Program upon graduation from Focus. It is critical they work the Focus seminar so that their time in the Leadership (upper statuses) is productive. During Focus, your teen will be introduced to the concept of values. Homework is assigned concerning values. This homework is used in the Principles seminar.

Attendance at the Focus seminar depends on the teen's work within the School/Program. Your teen must be recommended to Focus by your Family Rep, the Support community leader and your teen's family/group. Our recommendation is that a Student should be Advanced Status to be considered for Focus. As in Discovery, your teen will evaluate their participation in the Focus seminar. The maximum number of points that may be earned from Focus is 400 points.

Teen Principles

Upon completion of Focus your teen will be invited to a Principles seminar. This one day seminar is generally 6-7 weeks after Focus. Requirement for completion of Principles is completion of their Values homework presented the last day of Focus. The main reason students choose out of Principles is students do not do their homework. Given the power of Focus, we do not envision many Students not completing Principles.

In Principles, your child will have the opportunity to begin to develop a conscious value system. It is not the intent of Principles to teach specific values to your teen, just the concept. It is a family matter as to what are the values of the home. **During the adult seminars, you will formalize a value frame for your family.** This is a time for the teen to begin to look at the values which work in life and choose values that align with the family value system. Most teens already know the values of the home. Principles will focus them on living a values-based life. This is a critical element which will be used daily in the Program's Leadership Phase.

Keys to Success (1 day workshop)

These are a series of workshops geared for those teens in the Leadership Program. The focus is to develop skills that assist the child in enhancing family and peer relationships. Additionally, your teen will be given the opportunity to measure the degree at which they are honoring their values. A Values Results check is done during each Keys workshop. No points are given for Keys workshops. Each Student must complete 3 workshops during their time in the Leadership Program in order to be eligible for Program graduation.

The Keys workshops focus on skills such as communication, addiction recognition, peer relationships, leadership, and anger management. Your child will attend Keys workshops upon achieving Service status in the Program. There are seven different Keys modules your child may attend. During the time spent as an

Upper Status, the teen may attend a Keys workshop whenever a Premier trainer is on-site. By the time your child enters the Keys seminars they should be consistently working the Program.

Support Communities

After completion of each seminar (Orientation, Discovery, Focus) your teen will be joining a month-long Support group. This support group includes a workbook to assist the teen in practicing the concepts obtained in the seminars. To be eligible for the next seminar your teen must gain the support of their support group coordinator, FR, and other senior adult staff who work with your Student. If your teen fails to do their work during the month, they may not be supported into the next seminar. The seminars are only valuable if the Students are willing to work in them. If your son or daughter is not supported into the next seminar they will instead attend a BreakPoint seminar. Please do not ask the facility to put your teen into seminars if they are not recommended. It is important that you hold your teen accountable. The reason for not being recommended is due to their resistance in working the Program. Support your teen by letting him/her know you expect them to work their Program, not give excuses.

Choosing Out of a Seminar

Once your teen enters a seminar, they must continue to work the seminar material. If the facilitator, in working with your teen, does not experience them working the seminar, the facilitator may declare that the teen has “chosen out” of the seminar. The term Choose Out is important. Your teen will be given MANY opportunities in the seminar. The facilitator will give them coaching and warnings if they do not observe the teen working in the seminar. Your teen is never chosen out for only ONE item. While you may hear from your teen the “trainer kicked me out because I did not finish my homework,” this is not accurate. Hold your teen accountable for their choices in the seminar. Ask them about the group purpose and their choices in the seminar. Ask what other warnings, coaching or feedback they were given during the seminar. A Choose Out Sheet will be created for each Student as they leave the seminar so the FR and the parents have a better understanding of the behavior being exhibited by your teen. If a Student chooses out of a seminar, they will attend the BreakPoint seminar.

BreakPoint

BreakPoint is a one-day seminar designed to assist teens in looking at their resistance to moving forward in the Program. There are four separate BreakPoint modules. So if a Student is in BreakPoint more than four times, he/she will start repeating the material. If your Student is in BreakPoint more than four times, it is critical that you confront your Student’s lack of commitment to the change process. Most Students in BreakPoint are there precisely because they are in resistance to their Program. Sometimes a Student may miss a seminar due to illness or doctor visit. When this happens, we recommend the facility put the Student into BreakPoint even though they may not be in resistance. Those Students will gain valuable experience by participating in the BreakPoint process.

PARENT EDUCATIONAL ELEMENTS:

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

You will want to attend ALL the seminars and workshops. The parent seminars are offered in various locations around the country. Locations and dates are available on the Premier Educational Systems web site. Parent attendance is strongly urged within 3-6 weeks after enrolling your child in the program.

NOTE:

You do NOT need to attend any parent seminar to visit your child. You may visit your child once they reach the proper level or status for a visit, as determined by the school.

IMPORTANT-PLEASE READ:

We would like you to understand that these are experiential seminars rather than the traditional lecture type. The seminars include group interaction, self-disclosure, individual and group feedback. You will be asked to take an intensive, close self-examination of your beliefs, attitudes and behaviors. At times the seminar will seem confrontational and emotional; at other times, joyful, exciting and loving. Participants have felt like leaving, especially the first day and a half. It is imperative for you to realize this and commit to stay for the entire training. This is not the type of training in which you may come late or leave early. You must attend all days of the seminar and be there the entire time. We want you to totally focus on the seminar during these days. No phones, beepers or other types of communication devices are allowed in the training.

You will have breaks throughout the seminar. These are short, and many times you will have items to work on relating to the seminar. We recommend arriving the night before the seminar begins. If you are flying, we do not recommend scheduling a flight out on Sunday before 8:30p.m. The seminar will be over before this time, but most people want to stay and visit with newfound friends afterwards. Once we receive your seminar registration, and email will be sent to you with additional information. (If you do not have email, a packet will be mailed to you.)

Parent Discovery (3 days)

Shortly after your child enters the program, a representative will invite you to participate in a Parent Discovery Seminar. Similar to the Discovery seminar attended by the teens this seminar forms the basis for the parent and child to work together in additional Premier seminars. Discovery is really in the name. This is a place to discover not only the fundamental concepts of the seminars but also to learn things about oneself that will assist in making positive and purposeful life changes. **Please note: Parent-Child seminars are not open to the family unless the parents have completed the Parent Discovery.**

Parent Focus (4 days)

This is the second seminar available for the parents. This seminar is NOT required to attend the P-C workshops. Similar to the Teen Focus attended by your child, Parent Focus builds upon the foundation established in the Parent Discovery seminar, and creates additional tools to ensure success for the family. Key concepts introduced in Discovery are expanded in Focus. Skills for integration of these concepts into your life are presented. Additional elements on personal and parenting choices are added to make it the prime seminar in the creation of a new family dynamic for your home. The standards of participation are higher than in Discovery. Parents should come ready to work. Review of Discovery material is recommended, as well as completion of a life story. This story will assist you in dealing with personal and family issues.

Keys to Success (two-day workshops)

After completion of Focus, you may attend a series of workshops focus on specific personal and parental skills. There are several modules which you may attend during your time in the program. Topics include such items as Working with Addiction, Communication, Marriage and Relationships, Dealing with Anger and Angry People, Abundance and Prosperity, and Family Unity. These key workshops are the Internalization Phase for the parents. Creation of new family dynamics requires implementation, practice and energy. Without these workshops, parents will find themselves misaligned with program teachings and the lessons your son or daughter is learning.

Staffing

Staffing is a key element in the leadership phase of the program. Leadership is developing the necessary skills and attitudes to handle peer relationships. Peer relationships are always a major challenge for teens and often for us as adults. Staffing is an optional element for the parents, but we, at Premier, consider staffing as important as the seminars. This is often a great means to reconnect with the principles of the seminars. You will be able to staff once you have completed Focus. If you desire to staff at your child's facility, you must staff an adult seminar first.

Parent-Child Workshops (3 Workshops)

The Parent-Child series of workshops is offered to you as a family at various stages of your program. Your facility/school will invite you to the workshops based on the results your child has created in the program. There are three Parent-Child Workshops, designed to assist families in a successful integration of the child back into the home. The first Parent-Child Workshop is held at the facility/school, while the others are held on either the East or West Coast. You and your teen will travel to the appropriate site. There is a fourth, optional workshop designed for families once the child has graduated PC III and has returned home. To attend any of these Parent-Child seminars the parents must first complete the Parent Discovery seminar.

Parent-Child I (2 Days)

When your child graduates Discovery, if the parents are Discovery graduates and the program recommends, the parents will be sent an invitation to attend PC I. This weekend is designed to address outstanding issues within the family from pre-program days. What you have learned in prior seminars is critical to this weekend. It is highly recommended this be your first visit to your child unless your 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. PC-I is required to attend other PC seminars. At PC 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 PC II.**

Requirements for PC I attendance:

- 1) Parents must be Discovery graduates
(Focus graduate highly recommended)
- 2) Student must be a Discovery graduate
- 3) Must have program recommendation

Parent-Child II (3 days)

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

- 1) Family has completed Parent-Child I
- 2) Student must be Honor Status or Level 5
- 3) Student must have achieved this status 3 weeks prior to the seminar and must maintain this status
- 4) Student must have staffed at least one 3-day or 2-day Premier seminar, with commendation
- 5) Must have program recommendation

Highly recommended: Student and parents should have completed at least 3 Keys workshops.

This is a critical seminar in which you and your child will begin the process of reintegration of the family. This is an opportunity to spend three days working with your child without any distractions. You will focus on current issues, strengthen family ties, start the home internalization process, and begin to build a new family dynamic. A major outcome of the seminar is the development of a Family Plan focusing on the issues remaining to be addressed for successful return home.

Internalization Phase

Upon successful completion of the PC II seminar, your child will enter the Internalization phase of the program. This is the final stage of the program and typically your child should be within 6 months of returning home. The Internalization Phase is a **minimum** of 4 months and may be extended as long as necessary to achieve success. If desired or recommended, your family may return to PC I for additional strengthening and work. During the Internalization period, you will have greater access to your child to continue the process begun in PC II. Work begun in PC II on the Life Contract will be continued, as will resolution of issues on the Family Plan. An essential part of the internalization phase is the home visit.

PC III (2 days)

PC III is the graduation seminar for your family. All family members who are Discovery or Youth Seminar graduated are invited to attend PC III. Families will be invited to attend the PC III seminar after meeting the following criteria:

- 1) Family must have completed Parent-Child II
- 2) Students have achieved High Honor or Level 6 status
- 3) Student must have achieved 1600 points beyond High Honor or Level 6 status
- 4) Student must have completed the Life Contract
- 5) Must have Program recommendation

Post-Program Workshops (3 hours)

Once your family has completed PC III and your child has returned home, a series of post-Program support group meetings will be held to assist you in monitoring the life contract, working out issues, and continuing to focus on creating a new family interaction. The meetings usually are three hours in duration, but may vary depending upon the number of families attending. These workshops are held in the same areas as the Premier seminars for adults. It is vital during the first six months after graduation for your family to attend these workshops.

Family Coaching Resource

Once your family graduates the program, you will be offered an opportunity to enroll in the Family Coaching Resource (FCR). This is a support program to assist you in applying all the principles and tools you and your family learned during the program. The program is the place to learn, but the real work begins once you are reunited as a family. The FCR allows a specially trained family coach to work with your family on your home contract, values-based living and creating a new family dynamic. The FCR will assist in creating success at home. The FCR is an optional program, with a fee required. You will learn more about the FCR at PC II.

Medical Requirements

The seminar hours are long. Generally, each day will be 12 hours in length with meals and bathroom breaks. We encourage people to bring water and snacks. The seminars at times may be emotional. Persons with certain medical conditions are asked not to attend the seminar. If you have any of the following medical conditions please contact the Premier Educational Systems office for further information:

- 1) Pregnancy
- 2) Any surgical procedure within the last two months
- 3) Heart conditions
- 4) Currently in some type of therapeutic care

Premier Office Contact Information

Voice 435-635-7298

Fax 435-635-3477

The seminars and workshops are designed to assist your child as they move through various levels in the Program. Participation in each of these seminars is vital to the overall success of your child. Every child is unique and therefore, there is no set time schedule for completing any one segment of the Program. It is critical you as parents understand the process and allow your child enough time to complete all of these necessary steps. As a parent, it is important for you to begin the process of healing for yourself and the family by attending the parent seminars.

DISCOVERY REGISTRATIONS AND INFORMATION

Dear Parents:

One of the most powerful parts of the School is the Premier Seminars. These seminars are aimed at enhancing self-esteem and promoting responsible, accountable decision making. In these seminars the Students have an opportunity to evaluate the choices they have made and to develop character.

In conjunction with the Student seminars, we offer an adult component for our parents. The adult Program consists of the following parts:

- Adult Discovery (1st Step)
- Adult Focus (2nd Step)
- Keys to Success (3rd Step)
- Parent Child I
- Parent Child II (towards the end of your child's Program)
- Parent Child III (exit Program upon completion)

The adult Discovery and Focus are essentially the same seminars in which your teens participate. These seminars focus on personal growth for the individual participants. The Keys seminar Program is to assist parents in the application of the tools developed in previous seminars. The Keys Program is modeled after the elements of the teen Principles and Keys seminar. The Parent Child workshops are for the family unit to begin to address integration issues as your teen nears the completion of the Program. Your attendance in these seminars is a critical step for your family to begin the healing and changing process.

This letter is to invite you to attend an upcoming Discovery training. The dates, times, and locations of the training should have been given to you at the time of your parent orientation. There is no charge for the Discovery training for parents, grandparents, or step-parents who have children at Midwest Academy. To reserve your space in a training, you must complete the REGISTRATION FORM and return it to the Premier Office. Seminar space is limited, so please return your registration as soon as possible. Additional information and future dates are available on our website.

www.premier-ed.com

All information concerning schedules, hotels, dates, and locations are posted on the website. If you need additional forms for any reason, a copy of the form may be printed from our website. For those not having

web access, please contact your Family Rep or the Premier Office. The best means to contact the office for information is via the email address

seminars@premier-ed.com

If you do not have email or Internet access, you may call the Premier Information system to obtain schedules, general information and registration material

Premier Information System 435-635-5836

If you need to talk directly to the office, you may call our hot-line number

Premier Hot-line Number 435-635-7298

Your assistance in keeping the volume of calls down by use of the information system will allow us to better serve you when a call is required.

You are responsible for making the necessary hotel reservations. When making your reservation, please inform the hotel you are with the Premier Education Seminar. We have blocked off a number of rooms at a special rate for our parents. The room block is held until three weeks before the training. **MAKE YOUR RESERVATION AS SOON AS POSSIBLE TO OBTAIN OUR CORPORATE RATE.** Do not wait for confirmation from the Premier office to reserve your room. Once the release date is passed the hotel may not honor the rate.

DO NOT MAKE FLIGHT ARRANGEMENTS UNTIL YOU HAVE BEEN CONFIRMED INTO THE SEMINAR. YOU WILL RECEIVE A CONFIRMATION LETTER FROM THE PREMIER OFFICE!!!!

IMPORTANT PLEASE READ

We would like you to understand this is an experiential seminar rather than a traditional lecture type. The seminar includes group interaction, self-disclosure, individual and group feedback. You will be asked to take an intensive, close self-examination of your beliefs, attitudes and behaviors. At times, the seminar will seem confrontational and emotional, at other times, joyful and loving. Participants have felt like leaving, especially the first day and a half. It is imperative you realize this and commit to staying for the entire training. This is not the type of training in which you may come late or leave early. You must attend all days of the seminar and be there for the entire time. We recommend you totally focus on the seminar during these days. No phones, beepers or other types of communication devices are allowed in the training. These distract both you and other participants.

You will have breaks throughout the seminar. These are short and many times you will have items to work on relating to the seminar. We recommend arriving the night before the seminar begins. If you are flying, we do not recommend scheduling a flight on Sunday before 8:30 p.m. The seminar will be over before this time, but most people want to stay and visit with new found friends after the seminar. Once we receive your registration, a packet will be sent to you with additional information for the training. General information is posted on the website.

www.premier-ed.com

We are certain your participation in the Premier Seminars will provide you and your teen greater bonding, insight, and understanding of each other. Your participation in all parts of the adult Program is a foundation for the rebuilding of the family relationship you desire and deserve. We strongly recommend your IMMEDIATE attendance at the next Discovery. DO NOT WAIT TO ATTEND! Your full participation in the Program will assist you in dealing with the emotional stress of the present and any which may arise in the future.

Sincerely,
PREMIER OFFICE

INTERNET ACCESS

Premier provides a variety of support for parents on our website. If you do not have web access, we strongly recommend obtaining both web and email support. Updates to schedules, hotels, and other seminar information are posted on a weekly basis. The web page address is:

www.premier-ed.com

The following types of information are available on the website:

- Special announcements
- Premier schedules for adult seminars
- Regional Enrollment Policy
- Premier Online Registration
- Premier schedules for Youth (sibling) Camps
- Premier registration forms
- Premier staffing forms
- Hotel information
- Seminar information for Premier Education.
- Handouts for each seminar

Premier Schedules

Information regarding upcoming seminars, dates, locations, and transportation information are posted on the website. Schedules are generally posted 8 weeks in advance of the seminar.

Regional Enrollment Policy

There are seven regional training sites in the US. They are: Seattle, WA—San Francisco, CA—San Diego, CA—Chicago, IL—Dallas, TX—Atlanta, GA—Newark, NJ.

On the website as you start to register, you will be asked for your state of residence. Based on the region of the country in which you live, you will be assigned to the appropriate regional training center. Please do not request exception to this policy. The regional policy ensures we have space for all parents to attend the seminars.

Premier Online Registration

There is an online registration system parents may use if they have web access. This system greatly reduces time for confirmation and information concerning seminars. You must have a valid email address to use this system. You may register for Discovery, Focus, Visions, and Parent Child using this system.

Youth Camps

Resource offers a summer camp Program for siblings of teens in a Premier school. This 7 day event includes the material in the Discovery and Focus seminars as well as high and low ropes course. Siblings are invited to attend Parent Child III if they are graduates of the Youth Camps. Schedules and location information are posted to our website. Summer camp registration cannot be done using the online system. We need specific signatures on file from the parents. You may print all the forms necessary for registration from the website.

Forms

If you need forms for either registration or staffing, you may print these from the website. We encourage staffing once you have completed Keys. This mirrors what is available to your teen in the Program. Teens staff seminars once they have reached level 4.

Hotel Information

You may obtain information regarding hotels used for our seminars on our website. This information includes address, telephone contact, driving instructions, maps, and cut off dates for hotel discount rate.

Seminar Information

On our website is a description of each of the seminars for Premier's parents. This is located under the button called Seminar—information. We invite you to read these descriptions before enrolling into a seminar.

Seminar Handouts

Each seminar you attend has a set of handouts to be used for study once you have completed the seminar. These handouts may be printed from the website once you have graduated. The facilitator will provide the password to enable you access to the handouts.



Premier Educational Seminars Registration Form – Fee Paid*

PLEASE PRINT ALL INFORMATION

Note Due to medical counseling and the active nature of the seminars, if you are pregnant, have high blood pressure, under current Cardiac Care, had any recent major surgery or are currently involved in a personal intensive therapeutic setting, you may not attend the seminars at this time. For further information, contact our office. Participants must be at least 18 years old to attend the Adult seminars, and if younger than 21 or a sibling of a program teen must have an interview with a Premier office staff.

Are you Over 21? Yes ☐ No ☐ Are you a sibling? Yes ☐ No ☐

Full Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Home Phone: _____ Work Phone: _____

Fax Number: _____

E-Mail: _____

Program Child's Name: _____

Relationship to Child: _____

Child's Facility: _____

Seminar: _____ Location: _____ Date: _____

You must attend seminars in your area. Please sign up for your corresponding location.

- Seattle, WA ----- **North West** (AK, WA, OR, MT, ID, WY)
- San Jose, CA ----- **Northern and Central CA** (CA, NV, UT, AZ)
- San Diego, CA ----- **Southern CA** (HI, CA, AZ, UT, NV)
- Dallas, TX ----- **South Central** (TX, NM, CO, NE, KS, LA, OK, AR)
- Chicago, IL ----- **Mid West** (ND, SD, MN, IA, MO, WI, IL, IN, OH, KY, MI)
- Newark, NJ ----- **North East** (NJ, RI, CT, MA, DC, ME, MD, DE, WV, NY, VT, NH, PA, VA)
- Atlanta, GA ----- **South** (TN, MS, AL, GA, SC, NC, FL)

* TUITION AGREEMENT:

Your Premier-affiliated School or Program pays the seminar tuition for parents, grandparents, stepparents and persons financially responsible on the enrollment agreement. Once registered, you must notify our office if for any reason you cannot attend. Notification must be given within ten days of the seminar start date. If you fail to give notification, a \$100 processing fee will be required to register for another seminar. This is a non-refundable, non-transferable processing fee.

Do NOT make flight or hotel reservations until you have received confirmation from our office.

I have read the above information and agree to the conditions:

Signature _____ Date _____

Please send completed and
signed registration forms to: **Premier Seminars**
P.O. Box 609
Hurricane, UT 84737

Or fax to: **(435) 635-3477**
Info System (435) 635-5836
Voice (435) 635-7298

APPENDIX “B”

CHECKLISTS

STUDENT COMPLETION CHECKLIST FOR CHARACTER BUILDING PROGRAM

Below is a tool for Students, parents, and Family Representatives to assist in tracking the Student's accomplishments as they climb the "staircase" to completion of the school.

These steps may not always follow in this order; but at times in life, you'll find that you need to back step to realize what you've passed up, which can help you move forward.

Each of these steps is important for you to make sure you have a firm footing to go home.

New Journey Home _____ / _____ / _____
Parent/Child III _____ / _____ / _____
Second Home Pass _____ / _____ / _____
Finish Home Contract _____ / _____ / _____
High Honor Status _____ / _____ / _____
Staff three day seminar _____ / _____ / _____
First Home Pass _____ / _____ / _____
Internalization _____ / _____ / _____
Parent/Child II _____ / _____ / _____
Honor Status _____ / _____ / _____
Staff Three seminar Day _____ / _____ / _____
Keys to Success _____ / _____ / _____
Principles _____ / _____ / _____
Service Status (Jr. Staff) _____ / _____ / _____
Focus _____ / _____ / _____
Advanced Status _____ / _____ / _____
Parent/Child I _____ / _____ / _____
Discovery _____ / _____ / _____
Orientation _____ / _____ / _____
Achievement Status _____ / _____ / _____
Entry Date _____ / _____ / _____

ADULT COMPLETION CHECKLIST

FOR PARENT PROGRAM

Facility Staffing____/____/____

Visions Staffing____/____/____

Focus Staffing____/____/____

Parent/Child III____/____/____

Home Visit____/____/____

Continued Support Group____/____/____

Home Visit____/____/____

Home Contract Review____/____/____

Parent/Child II____/____/____

Discovery Staffing____/____/____

1st Keys____/____/____

Parent/Child I____/____/____

Focus____/____/____

Discovery____/____/____

Support Group Attendance____/____/____

Entry Date____/____/____