

## **Academic program**

Montana Academy maintains a fully accredited (Northwest Association of Accredited Schools) high school curriculum. Our aim is to teach students whose emotional problems have often disrupted learning of both academic content areas and process. The curriculum is organized into four 12-week blocks--separated by brief breaks for outdoor adventures. Students at various grade levels and with differing skills work together on core subjects. Students receive personal attention afforded by small class sizes. Students enroll in two academic subjects each block combined with a study hall staffed by a teacher who helps students complete their homework assignments. The block system permits students to obtain content areas of credit based on Montana high school standards.

Montana Academy's block system is remarkably flexible. Students can start at frequent break points during the year and earn credits in particular subjects they will need in order to return to home schools or graduate from Montana Academy.

## **Campus**

Montana Academy is located on Lost Horizon Ranch 40 miles west of Kalispell in northwest Montana. The land, 400 fenced acres of pasture and sloping forest, is flanked by thousands of acres of mountain timber and meadow. Lost Horizon Ranch is also home to a fine herd of horses as well as a variety of farm animals including at various times cattle, sheep, rabbits, ducks, and pigs.

Over the past ten years we have built a substantial physical campus including 17 buildings offering more than 67,000 square feet of campus facility. The campus includes six cabins for staff, 2 large and comfortable dormitories that have automatic fire suppression systems and are capable of housing 76 students; a 10,000 sq. ft. lodge that includes a commercial kitchen inspected by the county health department as well as a dining hall, living room office space, and lounge areas. We have three academic buildings including an academic center with art and music studios, a science laboratory, and classrooms. There is also a library containing more than 10,000 volumes, and a computer laboratory; an 11,000 sq foot indoor gymnasium with basketball and volleyball courts, as well as aerobic and weight training equipment; a fully equipped wood shop; and an indoor riding arena.

In addition to the main campus we have two large homes (each approximately 3500 sq ft) on the East side of Kalispell used as transition homes for older (17 and 18 year old) students who have completed the majority of their high school requirements. Both homes are on the National Registry of Historic homes. These homes, one for boys and one for girls, each house from 5-8 students who are attending the community college and working in Kalispell either as volunteers in various community organizations or as paid employees in local businesses.

**2. a detailed description of the population served.**

Montana Academy is a coed therapeutic boarding school for adolescents ages 14 through 18. They enter with a variety of diagnoses on Axis I of the DSMIV including depression, anxiety, attention deficit, oppositional defiant behavior, obsessive-compulsive disorder, grief, post traumatic stress disorder, and bipolar disorder. They might also have diagnoses of learning disabilities and substance abuse. These children are typically failing in many areas and exhibiting symptoms that are dangerous and difficult to control in home settings. Medical and psychological treatment of Axis I symptoms has been unsuccessful in outpatient settings. We have come to believe that to successfully treat these children and their families we must address a broad failure in personality development as opposed to simply teaching skills and medicating symptoms. In short these children are across the board immature and have failed to develop a personality structure and an approach to life that makes success as an adolescent possible.

Our approach and our level of campus structure dictate that we are not able to accept adolescents who are floridly psychotic, or those who need a higher level of containment and structure in order to assure safety for themselves and others. We would typically refuse students who have a history of violence or assaultive behavior outside the family or those who would be an obvious elopement risk in an open campus.

**3. the location and contact information for each program, including the person responsible for the conduct of the program.**

Montana Academy's main campus is located on a 400 acre ranch in Lost Prairie, 40 miles west of Kalispell. The address is 9705 Lost Prairie Road, Marion, Mt 59925, Telephone—406-858-2339, website [www.montanaacademy.com](http://www.montanaacademy.com). Our business office is located in Kalispell at 28 West California St., Kalispell, Mt. 59901 Telephone—406-755-3941. Our two transition houses are located at 205 and 305 Fifth Avenue East in Kalispell.

Your primary contacts are: John Santa, Ph.D. Clinical and Program Director (co-owner) 406-858-2339 ext 222, email [johns@montanaacademy.com](mailto:johns@montanaacademy.com) or John McKinnon, M.D., President and Clinical Director (co-owner)

**4. A list of Professional and supervisory employees and relevant credentials and other qualifications:**

<u>Therapist Name</u>	<u>Date of license expiration</u>	<u>License number</u>		
Dennis Malinak,MD	3/31/06	MD 6332		
Paul Case,PsyD	1/1/07	Psychologist 339		
Amy Simpson, PhD	1/1/07	Psychologist 356		
Tim Corson, PsyD	1/1/07	Psychologist 353		
John McKinnon, MD	3/31/06	MD 6668		

John McKinnon	1/31/07	DEA #- BM0440658		
Rosemary McKinnon, MSW	12/31/06	Social Worker 237		
Victoria Case, PsyD	1/1/07	Psychologist 340		
John Santa, PhD	1/1/07	Psychologist 195		
Nick Hong, PhD				
Melissa Weathers, MSW				
Kelly Gesker, LPC				
<b><u>Teacher Name</u></b>	<b><u>Folio Number</u></b>	<b><u>Class</u></b>	<b><u>Level</u></b>	<b><u>Endorsements</u></b>
Carol Santa, PhD Director of Education				
Kenneth Siderius, Principal	159	3 Administrative	3 Administrative	Principal (K-12)
Timothy Price	76197	2	B	Mathematics/Physics
Laura Kellam	76187	2	8	Spanish K-12
<u>Richard Stern</u>	74727	2	8	Broadfield Social Studies
<u>Jack Cesarone</u>	72290	2	8	Science (Broadfield) & Biology exp. 6/30/07
<u>Philip Jones,</u> <u>Academic Dean</u>	38799	5	8	History-Political Science & English 7-12, Secodary principal 5-12
<u>Jenny Stone</u>	71795	2	2	Art 7-12
<u>Dean Marsh</u>	72125	2	8	Biology, Chemisty & Physics
<u>John York</u>	30825	2	2	Library K-12, Business Education with typing
<u>Connie Jones</u>	30964	2		Elementary Education, Special Education K- adult

5. Average daily census: 72

6. Program Policies on:  
a. admission

4.0 Admissions, Care, and Discharge Policy. Montana Academy has a written Admission Policy, which defines enrollment criteria and delineates inclusion and exclusion criteria. Students will be admitted with a variety of DSMIV Axis I diagnoses after examination of records, a completed application form, and in conjunction with consultations with referring professionals and parents. Students will be excluded from admission if it is determined that the structure and containment available at Montana Academy is not sufficient to provide safety for the student, his/her peers, or staff. We will typically not admit students who are psychotic, violent, or present a high elopement risk. Our criteria are consistent with the mission of Montana Academy. Admission forms require parents to provide pertinent history, including family, medical, psychiatric, developmental, and educational background information. Whenever possible we ask that parents come to campus for an on site interview prior to student admission.

4.1 Montana Academy's admission screening process examines the prospective student's physical, emotional, behavioral, and academic history, in order to determine whether the program is appropriate in light of his or her needs and limitations.

**4.1.1 Intake and Orientation.** The admissions office will make arrangements with the therapist and Team Leader prior to the arrival of a new student. Whenever possible, the student, accompanied by his or her parent(s), will meet on campus with admissions personnel, the therapist, and the Team Leader. This meeting is an opportunity to address general concerns and say good-byes. Afterwards, the Team Leader takes the student to a designated area for check-in.

**4.1.1.1 Prior to a Student's Arrival**

1. The Admissions Director will supply the therapist, Team Leader and Team Teacher with a background summary, which includes presenting problems, spiritual orientation, a history of prior treatment and relapse as well as psychosocial development, and an initial description of the family structure and dynamics. The summary may also include descriptions of previous trauma, emotional problems, behavioral problems, addictive behaviors, any educational or learning disability problems, custody status and/or guardianship, and an assessment of any legal issues. The Team Teacher and registrar will be given copies of academic transcripts.
2. The Team Leader makes arrangements for student mentors and reviews responsibilities with them.
3. The Team Leader is responsible for assigning a room and storage units, and for providing bedding.

**4.1.1.2 Check In**

1. The Admissions Director arranges a meeting with the family, therapist and Team Leader. The Admissions Director performs an initial screening to assess the safety of the student's placement in the Montana Academy environment.
2. After introductions and an explanation of the intake process, the student is provided a brief description of the school and helped to feel reasonably comfortable. The student is asked to sign a "Receipt of Handbook Notice." If he or she refuses to sign, a witness signs, stating that the new student received the handbook. If the student is cooperative, he or she may say goodbye to the family.
3. Following good-byes, the student and his or her belongings are checked in and searched.
4. All jewelry is removed and returned to parents or placed in storage. Makeup must be removed within 24 hours of check-in.
5. Students' hair is to be cut or dyed to meet program requirements within two weeks or as soon as a barber appointment can be scheduled.
6. All clothing should be marked with the student's initials, checked for dress code compliance, and recorded on a Student Belongings Form. (\*This record should be kept on file in the Team Leader's program binder.)
7. Any excess clothing, or those items that do not meet program standards, should be returned to parents or, if necessary, placed in storage.
8. Camping gear and other items that the student won't need immediately shall go into the proper storage units.
9. The Team Leader goes over the Student Handbook with the new student within 48 hours of arrival and asks the student to sign the handbook acknowledgement page, which is filed in the student's chart. This process informs the new student of his or her responsibilities.
10. The Clinical Supervisor will create a case formulation and treatment plan within one month of the student's enrollment. The treatment plan will include observations concerning both the student and family's perceptions of the presenting problem and preferences regarding treatment. The treatment plan will also include relevant and measurable goals and objectives for family therapy, a description of the family history, a description of family dynamics, relevant and measurable goals and objectives for

individual therapy, a specific description of any targeted behavioral changes including a plan to identify and treat any problem behaviors (common behaviors include purging, anorexia, explosive anger, cutting). This plan should include the target behavior, adaptive replacement behavior, method of implementation, and conditions for discontinuation. The clinician will screen for addictive behaviors and, if relevant, will include: an assessment of past and current addictive behaviors, a history of consequences of addictive behaviors, a history of family members' use, relevant and measurable goals and objectives for education, an assessment of the family's effect on the student's needs, the effect of the student's needs on the family, use of a developmental perspective in evaluating all aspects of function, and medication management. This treatment plan will be reviewed and revised monthly. Goals and objectives for treatment are clearly communicated to students and parents throughout the treatment process, and this communication process is documented at the end of the monthly treatment plan revision.

11. The Clinical Supervisor will review the student's treatment plan with the student within one month, and will ask the student to sign off on the plan.
- 4.2 Montana Academy provides program participants, parents, and legal guardians with a clear and informed statement of the nature of the services that will be provided, including risks associated with these services.
- 4.3 Upon admission, a file is created for each student containing the following:
  - 4.3.1 Demographic information, including emergency contact information.
  - 4.3.2 Basic medical, family, behavioral, legal, and educational information, including past and current assessments.
  - 4.3.3 A signed statement indicating receipt of a copy of the Student Handbook, or a witness attesting to the participant's refusal to sign.
  - 4.3.4 Contract, release, and consent forms.
  - 4.3.5 Communication with referring professionals and therapy progress will be documented in each student's treatment chart in the form of regular monthly progress notes.
  - 4.3.6 A photograph of the student, included in the file on the first page of the application.
  - 4.3.7 A copy of any grievance filings and documentation of resulting actions.
  - 4.3.8 Documentation of services rendered, in the form of regular monthly progress notes.
  - 4.3.9 The discharge summary must be completed within 30 days and placed in the student's chart. The academic transcripts are maintained by the registrar in a separate student file.
- 4.4 Montana Academy conducts ongoing assessments in weekly treatment team meetings to determine the appropriateness of continued placement. Students are typically discharged from Montana Academy upon completion of the emotional growth program, although in some cases students are discharged when the treatment team determines that the student is not benefiting from treatment or requires a higher level of care. It is also possible for a student to be discharged against the advice of a treatment team when the parent/guardian of the student decides to terminate treatment.
  - 4.4.1 **Monthly Treatment Plan Review.** The Clinical Supervisor updates the treatment plan on a monthly basis. Important changes in the treatment plan are communicated to all members of the treatment team as well as to the student and parents.

**6.b. policies on behavior management**

## 5.0 Behavior Management Plan

### 5.1 Montana Academy adheres to the following Behavior Management Plan:

**5.1.1** Montana Academy believes that respecting the rights and dignity of students is an essential part of providing quality care.

**5.1.2** Restraint.

The use of restraint or seclusion poses an inherent risk to the physical and psychological well-being of the student and the staff. Therefore these are used only in an emergency. Non-physical interventions are the first choice unless safety demands an immediate response. Efforts should be made to preserve a student's safety and dignity when restraint is used.

If a student is an imminent threat to him- or herself or to others, he or she may be restrained on a temporary basis if the staff member has been trained to do so and judges that such an intervention would be safe for both him- or herself and the student. Under these conditions, a student may be physically held for no longer than 30 minutes, or for the length of time needed to transfer the student to a more restrictive level of care, never to exceed two hours. If a restraint is initiated, staff must immediately contact a licensed independent practitioner (clinical supervisor or clinical director) to get an order to continue or discontinue the restraint. A licensed independent practitioner must evaluate the student in person within two hours of the initial restraint. An incident report must be filed for all restraints. The student's family shall be notified promptly of the use of restraint by the clinical supervisor or director. If a restraint is used, the student must be debriefed within 24 hours to evaluate injuries and to determine incidents leading up to the restraint.

Montana Academy does not use any form of locked seclusion or mechanical restraints (e.g., leather restraints), and no student is restrained as a programmatic or disciplinary measure. The act of physical restraint (by holding a student's arms and/or legs) is only a temporary intervention allowing further action, such as: successfully calming the student down, transporting the student to a hospital for evaluation, or contacting law enforcement for assistance.

**5.1.3** Emergency Situations. When it seems likely that a student will become violent, staff are to take steps to deescalate the student by:

- Separating the student from the precipitating event and allowing the student to vent frustrations.
- Allowing the student a "time out" away from other students (to "cool off").
- Allowing a student to leave campus without permission (when the student demonstrates threatening behavior when confronted about an attempt to run away) and reporting the juvenile to authorities as a runaway.

Specific emergency situations should be dealt with in the following ways:

**5.1.3.1 Suicidality.** In the event of a suicide threat, staff should contact the therapist or Clinical Director immediately. In the meantime, the student should be placed on Sight and Sound. The student's therapist or Clinical Director will decide whether an immediate assessment is required and, if indicated, will determine whether the student has suicidal ideation, ideation with intent, or ideation with intent with a specific plan. In the even of ideation with intent, and a specific plan to act on the intent, the student will be transferred to a more restrictive level of care.

**5.1.3.2 Assault.** Staff will intervene to separate assaultive parties. Once separated, they will be placed on close Sight and Sound. An incident report should be produced, with a copy provided to the Clinical Supervisor(s) of the involved students and the Secretary of the Leadership Team. If the assault was life-threatening, the therapist or Clinical Director should be notified immediately.

**5.1.3.3 Runaway.** Upon noticing that a student is missing:

1. Notify on-duty staff and make sure that all other students are accounted for.

2. The shift supervisor contacts staff living on campus for help with a search.
3. Assess the staffing situation to determine who should conduct the search. Never compromise the safety of the other students on campus by sending too many staff on a search.
4. Take search packs, leaving one radio with the staff at the girls' campus and one with the staff at the boys' campus. Set radios to 00.
5. The shift supervisor contacts the Clinical Supervisor, Clinical Director or Medical Director, who will contact the student's parents. On campus staff should question other students to obtain any useful information to relay to the search staff.
6. The search staff should check all vehicles and buildings, look for footprints (in winter), and drive Lost Prairie Road and the back roads. The shift supervisor should divide responsibilities before the search party sets out. Be sure all radios are set to 00 and that searchers communicate with each other and the campus frequently.
7. One hour after the search begins, the shift supervisor must file a juvenile runaway report with the Sheriff's Department. To do this, first call the Sheriff's Department to let them know you are sending a juvenile runaway report. Then fax a completed runaway report (located in the mail room hanging boxes). A description of clothing and a physical description will be necessary. Refer to the student's chart and application page for information.
8. If the campus and road search do not prove effective, and the missing student is in danger, call off the staff search and contact the Sheriff's Department to dispatch Search and Rescue.
9. When the student is located, bring him or her back to the Academy or to a safe containment area, such as Pathways. The student is to be kept isolated while the treatment team decides what should happen next.

- 5.1.4 Acceptable and Unacceptable Consequences.** Staff should assign consequences according to the severity of the offense. Some offenses warrant intervention by the Treatment Team, in which case staff should not assign consequences "on the spot." Consequences should never be assigned out of anger or frustration; it is best to wait, cool down, get a second opinion, and then assign the consequence. Staff will not use corporal punishment, abusive language, punishments that deny basic needs, consequences implemented by another student, procedures that elicit fear, or physical restraint except in cases of potential harm to self or others.
- 5.1.4.1 Group Consequences.** Group consequences should not be based on the behavior of a single student, except when the safety of one or more students requires a consequence for the entire group. Group consequences may be applied if there are multiple failures to function appropriately among group members. When it has become clear that a significant subset of the group is causing a problem, it is possible to create a consequence for the entire group. Such group consequences must be used judiciously and must be approved by a Clinical Director if applied to more than one team. They should never be used if it is possible that an individual or subset of the group could hold the entire group hostage with their behavior. An incident report must be filed each time a group consequence is used.
- 5.1.4.2 General Approach to Setting Limits.** Limits should be set with the general tenor of respect for a student's ability to choose how to behave, but with the knowledge that different choices will lead to divergent outcomes. The aim is not to control a student's behavior, but to emphasize the student's opportunity to choose. Often the choice will pit a more mature path against a less mature path, an immediate gratification against a delay of gratification to achieve a longer term



goal, or an appropriate expression of feelings and desires against an inappropriate expression. All of these situations provide the opportunity to grow, if staff handle them in a way that attends to the behavior, does not bend to the student's short term desires, and encourages a more mature response. If the student chooses wisely, this warrants appropriate recognition, but if the student chooses immaturely, the result should be a straightforward consequence that is not based on anger, blame, shame, or guilt. In other words, the consequence should be administered in the context of a caring relationship that notices the error and insists on accountability, while maintaining a non-judgmental attitude about the adolescent choosing in such a wrong-headed way. Students are not bad children for making immature and self-centered decisions; rather, they are immature and self-centered. Misbehavior and rule-breaking is generally a direct manifestation of acting on one's own immediate desires without regard to the impact on others. It is imperative that staff behave in a respectful, friendly way towards students, even while administering a consequence.

#### **5.1.4.3 General approach to applying consequences:**

1. Ample warning, emphasizing choice.
2. The aim at the infraction stage is not to shame, but to remind, to prod; at the misdemeanor level, the aim is to change behavior by making unwanted behavior uncomfortable; at the felony level, the aim is to deter, to warn by example, and to punish infractions seriously; at the capital level, the question is not amelioration, but whether to continue to live with this person at all.
3. **Staff style.** The style should be friendly in manner, with an emphasis upon the relationship (or potential relationship). Staff should be respectful, and should expect respect from students. A staff member should be willing to do any task he or she assigns to a student; staff should regularly help the student do the assigned task, as a parent might do, and teach the student how to do it well. If the staff member ends up doing most of the chore, then he or she should call that one "practice" and assign another.
4. After a student has earned a consequence, also emphasize the next choice: to accept the assigned consequence now, without argument or further delay; or to turn it into a misdemeanor, or to a felony, by pushing it. The Clinical Supervisors and Team Leaders must behave, and expect other staff to behave, in a respectful, friendly way with students; but they also must deal decisively with insubordination.
5. **End.** A consequence is not "done" until the student checks back, shows it to and discusses it with the assigning staff.
6. **Staff Discussion.** Discussion should follow any and all consequence assignments. Emphasize your wish for the student to grow up, to handle daily life in a disciplined, self-respectful and competent way.
7. In general, consequences should relate to the offense both in quantity and quality. When possible, logical consequences should be applied, because they provide a concrete relationship between the misbehavior and the outcome, e.g. if a student leaves a shirt on the living room floor, it makes sense that it is confiscated for a period of time and perhaps must be "purchased" back.

**5.1.4.4 Levels of Infraction.** Misbehavior should be considered in four levels of severity, which are clearly distinguished and treated differently by supervising staff. Each level should produce a different class of responses by the staff, and the authority for decision changes with these levels.

##### **5.1.4.4.1 Level I Rule Infraction**

###### **5.1.4.4.1.1 Types of Level I infractions:**

1. Time: tardiness.

2. Place: failure to be where the student is supposed to be, including meal watches, assigned chores, experiential classes, and study hall.
3. Manners: rudeness, profanity, shouting.
4. Dress code violations.
5. Offensive personal hygiene: body odor, clothing unwashed.
6. Erotic infractions: minor boundary violations.
7. Community carelessness: littering; failing to clean up after using shared space; failure to return properly cleaned equipment, dishes, cutlery or tools to where they belong; going on pass without covering a chore.
8. Disrespect: refusing a staff request; refusing to stop arguing; offensive or insulting public comments about staff or other students; contemptuous behavior, such as borrowing others' belongings without permission.
9. Unto others: negative attitude, grousing, derisive comments, attempts to bring the group down, demoralizing others.
10. Honor code: failure to get down to work in the program; not helping others to make progress by listening and speaking frankly and constructively.
11. Collusion: passive collusion in another student's misdemeanor.

**Staff approach.** Create inconvenience, and so mild exasperation in the student, associated with calm, even friendly equanimity among staff, and amusement (rather than indignation) among other students—make it the student's problem, not the staff's, and not the other students' problem.

**Discussion.** Always have a discussion afterwards, which sustains the relationship, clarifies the student's choices, and points toward the dignified, grown-up behavior the staff hopes a student will quickly master.

The following table summarizes types of Level I infractions with expected staff responses:

Type of Misbehavior	Examples	Response
Place & Time	Tardiness, failure to be where one is supposed to be – class, experiential, group, etc.	X system
Poor Manners and Disrespectful Language	Rudeness, Shouting, Profanity	Warning / Minor drudgery; Push-ups/sit-ups - 3 each
Disrespect to Peers	Insults, demoralizing others, rudeness	Minor drudgery or missing one movie
Disrespect to Staff	Arguing, complaining	Minor drudgery
Disrespect/Attitude towards the Program	Complaining about the program, activities or tasks	Minor drudgery
Dress Code	Inappropriate clothing	Confiscation
Community Carelessness	Leaving belongings in public space, leaving w/o covering	Confiscation and/or minor drudgery

	chores, shoes in buildings	
Chores	Poorly done, not done	Redo, X system
After-hours Disruption	Out of room, talking, lights	Early wake-up/X system
Boundary Violations	Touching, holding hands, inappropriate hugs	10-foot rule for the remainder of the day plus one more day

Basic rules at Montana Academy should be enforced by the consistent application of relatively automatic and uniform simple consequences by all supervising staff at the time of infraction. The staff approach should be relaxed and clear, and staff should be willing to explain that the student has broken a simple but basic rule. A good staff response would be: "I understand you might not like the rule or the consequence, but I need you to take care of this by going along with the consequence. Otherwise, you are choosing to make this a bigger deal that will have to involve your team leader and perhaps the whole treatment team. It's up to you how you want to handle this."

**5.1.4.4.1.2 X system for chores.**

1. The Room Leader checks the room and gives an X if a student does not keep the space up to standards.
2. The RA checks rooms and gives an X to the Room Leader and to individual students if it is not up to standards.
3. The RA checks common area chores and gives an X if they are not up to standards.
4. If a student gets an X for a room, he or she is barred from this room until 9:30pm the following night.
5. Fines are also assessed from allowance for each X as follows:
  - \$1.00 per X for Earth Clan
  - \$2.00 per X for Moon Clan
  - \$3.00 per X for Sun, Star and Sky Clan
6. Multiple X's in a single week have additional consequences. They entail loss of movie nights. 2 X's earn a loss of movie privilege for one night. 3X's for the week warrant a weekend privilege freeze with loss of all movies for the week.

**5.1.4.4.1.3 Confiscation.**

1. Personal items left in common areas will be confiscated with students allowed to buy them back for 25 cents per item. School materials should be taken from confiscation on the same day that they were confiscated.
2. Items confiscated for dress code violations can be returned one time for necessary repair or accommodation to dress code. At staff's discretion, if clothing cannot conform or if it is confiscated more than one time, it will be sent

home or placed in a student's permanent confiscation bin. Staff is not responsible for such confiscated items.

3. When clothing is confiscated as unacceptable, students are to be issued sweat clothes and charged \$3 per day for the rental. When sweats are turned in, the Team Leader must send them to the laundry so that they are clean for the next rental.

**5.1.4.4.1.4 Minor Drudgery Tasks.** Minor drudgery tasks are designed for basic rule infractions and should require from a few minutes up to an hour to perform. When possible, such tasks should relate to the infractions.

1. Shoes inside – scrub a 6x6 square of tiles.
2. Failure of personal cleanliness – scrub a toilet or part of a bathroom.
3. Disruption or minor insubordination in the classroom – clean blackboards, empty trash or vacuum the floor.
4. Dust and polish a section of window sills or baseboards.
5. Wash and clean a small section of windows.

**5.1.4.4.2 Level II: Misdemeanors**

**5.1.4.4.2.1 Types of Level II infractions:**

1. Persistent tardiness, rudeness, dress code violations, kissing, fondling, arguing, inappropriate expressions of anger, contemptuous behavior towards others.
2. Lying, sneakiness, smoking on or off campus.
3. Collusion in others' misbehavior.
4. Misbehavior in Clan Meetings.

**5.1.4.4.2.2 Staff approach.** Create serious inconvenience, and so significant exasperation in the student, associated with a calm, less amused serious tone among staff, and more somber acceptance (but not angry indignation) among other students—again, make it the student's problem, not the staff's, and not the other students' problem.

**Discussion.** Always have a discussion afterwards, which sustains the relationship, clarifies the student's choices, and points toward the dignified, grown-up behavior that the staff hopes a student will quickly master.

**Penalties.** At this level it is both the consequence and the discussion that are meant to carry impact. The tone should suggest, "Okay, this is not a Federal offense, but this is getting to be something we're willing to take you on about."

These offenses warrant a drudgery task that should take 2-6 hours to complete. These drudgery tasks can be related to the type of offense

when possible, e.g. an offense in the dorm requires drudgery in the dorm. The student can also be simply assigned tasks related to but not on the same scale as Major Drudgery (see Felony section below).

#### **5.1.4.4.3 Level III: Felonies**

##### **5.1.4.4.3.1 Types Of Level III infractions:**

- 1. Time and place: runaway, AWOL; refusal to cooperate with Sight and Sound or Close Watch or Disaster Plan drills or other safety precautions.**
- 2. Offensive dress and personal harm: new tattoos or body piercing; cutting oneself or other self-injury.**
- 3. Erotic Felonies: fellatio, cunnilingis; repeated erotic misdemeanors.**
- 4. Civic dishonor: vandalism, stealing; persistent civic misdemeanors.**
- 5. Disrespect: gross insubordination in matters affecting other students and staff, or safety or function of the classroom; persistent disrespectful misdemeanors; persistent failure to take consequences.**
- 6. Unto others: bullying another student; active efforts to thwart another student's progress; attempts to harm parents financially, emotionally; persistent hostility to the program or the work that other families and students are trying to do.**
- 7. Honor code: alcohol or any other drug use on campus; importing cigarettes onto campus for others' use; breach of group confidentiality; contraband (other than drugs); plagiarism; felony lying (e.g., re: runaway); major breaches of discipline on pass or visit (e.g., drinking); persistent misdemeanor lying, sneakiness, deceit.**
- 8. Collusion: passive cooperation in another student's capital offense; persistent passive collusion in other students' felonies.**

**5.1.4.4.3.2 Staff approach. Give the student a serious comeuppance, which should produce anxiety and a major disruption in the life of the student; an isolation from fellow students and from all negative student support; and an exasperated, determined opposition to the student's further misbehavior from parents, who must be instructed by the Clinical Supervisor and involved promptly. Again, the aim is to make this the student's problem, not the staff's or the parents' problem.**

The theory is that the most serious consequences cost a student: (a) delay in making the next clan, and so in getting home; (b) his relationship with his parents; (c) privileges and status, including free time, trips to town, activity time off campus with parents on passes; (d) time to hang out with friends, particularly with the other gender (for many); and (e) free time to do as he or she pleases. Ideally, a felony consequence would imply that the student had offended the community, and so had chosen to leave it. To return from beyond the pale requires recompense, restitution, and a request to be reinstated.

**Procedure.** Immediate suspension of all privileges (Privilege Freeze) (return to Earth Clan status, NO phone calls, NO mail in or out); and social isolation (meals, free

time, study hall, experientials). These first steps should be taken by the Team Leader or Weekend Supervisor, who should consult promptly, if possible, with the Clinical Supervisor, who may need to call the family. A prompt ad hoc team staff meeting should be held to define consequences, which the Team Leader will communicate to the student and the Clinical Supervisor will communicate to the parents.

**Consequences.** Assigned piece of Major Drudgery plus possible Clan Drop for partial or complete repeat of missed work. At minimum a Privilege Freeze that extends until the Major Drudgery is completed.

**5.1.4.4.3 Major Drudgery.** This wants to be an isolated, defined large task, to be worked on during free time and on weekends. This is NOT to be assigned by staff who then walk away, but assigned to particular staff to supervise carefully—and to work with the student, some of the time. Suggested tasks are designed to be easily observed by a Team Leader, for instance, who is doing something else in adjacent space (e.g., supervising a baseball game, or watching kids in the dorm), but it is a *primary* responsibility of the Team Leaders to supervise students with felony status. At regular intervals during Drudgery tasks, the Team Leader (or other assigned team staff) must join, talk to and help students struggling on the margin.

Suggested Major Drudgery tasks:

1. *Ranger Roger* or *Ranger Rachael*: clear and rake the ground, take off and take away “ladder” branches in a roped off patch of forest; reseed and water. The student should be inside that loop of rope at all work times.
2. *Polish National Holiday*: extended, major scrub or polish tasks, which may be assigned both inside and outside, in the dorm and in the ranch house or school, so as to suit the convenience of team supervisors. Wash all windows in the dorm? clean the ovens and range? Wax the floors?
3. *Gravel* or *Snow Gopher*, or *Weed Whacker*: Gravel, shovel or weed-whack set paths on the campus.
4. *Cowboy Jack* or *Cowgirl Jill*: Assigned fence building or repair; mucking out of barn; pulling nuisance weeds from pastures; filling holes; reseeding; cleaning tack.

5. *Flower Child*: Assigned flower beds to clear, turn over, mulch or peat moss, plant, water and sustain—again, WITH assigned supervision.

#### 5.1.4.4 Level IV: Capital Offense

##### 5.1.4.4.1 Types of Capital Offenses:

1. Runaway with another student.
2. Sexual intercourse.
3. Assault (beyond horseplay, significant risk or intended injury).
4. **Suicide attempt.**
5. Smuggling drugs or alcohol onto campus, or providing them for others' use.
6. Risk of others' safety (e.g., smoking in the woods).
7. Major insubordination (refusing Drudgery, defiance in Sparta).

**Staff approach.** The initial task is to stabilize, isolate and make safe a student who has breached the outer limits of the Academy's tolerance. The Team Leader or Weekend Supervisor and the Clinical Supervisor and Clinical Director may need to consult promptly as to what this requires.

A capital offense so outrages the community's tolerance or challenges its behavioral boundaries around safety that the student's continued tenure at Montana Academy is immediately in doubt. The tasks are: (a) to make it safe for all students; (b) to reassure parents that their children are safe; and (c) to make a measured clinical decision, taking into account both the student and the community. In no case should life simply go on as usual.

#### **Procedure.**

1. **Immediate suspension of all privileges (return to Earth Clan status, NO phone calls, NO mail in or out); and social isolation (meals, free time, study hall, experientials).** These first steps should be taken by the Team Leader or Weekend Supervisor, who should consult promptly, i.e., within hours, with the Clinical Supervisor, who may need to call the family, and with the Clinical Director, who may need to alert the Educational Consultant.
2. Ad hoc team staff meeting to recommend consequences.

3. Decision by Leadership Team (within days) about the following parameters.

**Consequences.**

1. Remain on the ranch to stabilize the student and the campus situation, and in effect to treat the particular offense—given mitigating clinical circumstances—as a felony.

2. Exile with possibility of return:

- Hospitalization, potentially followed by return to MA.

- Wilderness Program, potentially followed by return to MA.

- Internal exile (our own Wilderness track, not yet available).

3. Expulsion—transfer to another facility.

5.1.5 Montana Academy maintains ongoing staff training on Behavior Management during weekly all-staff meetings.

**Question 6c. policies regarding communication with family members:**

From the parent handbook:

**E. Visits and Student Passes**

Parental visits are very important, and required after a student reaches Sun so that face-to-face family therapy can take place. In addition to family therapy, parental visits provide a much-needed opportunity for the family to support a student’s progress in the program and to socialize. For this reason, the location, level of parental supervision and duration of parental visits are determined by a student’s status in the program. In addition, specific goals for each visit should be discussed with your child’s Team Leader or Clinical Supervisor prior to the visit. (See the Program Description under each Clan Privilege section for visit parameters.)

When returning a student to campus it is important that the student be accompanied by an adult and taken directly to Montana Academy Staff for check in. Staff will either be in the Lodge, or the boys or girls dormitory for later returns. Pass return times are as follows:

Earth	7:30 PM
Moon	8:00 PM
Sun	9:00 PM
Star	9:00 PM
Sky	9:00 PM

Premature visits or special permission for visits can have an adverse effect on your child’s progress. For this reason, permission for exceptions to the visitation guidelines listed for each clan will be granted only in emergency situations (such as the death or serious illness of a close family member).

***Reminder: No food or money is to be brought back to campus by any students returning from pass or a visit with family.***



## F. Telephone Calls

Telephone calls (frequency, duration and approved people students can call) are determined by a student's progression in the program. These constraints are not intended to inhibit relations with parents but rather to encourage effort and momentum. Initially calls are quite limited, as the goal is for a student to begin to accept the routine, standards and discipline of Academy life, and to integrate into the community. As a student starts to acknowledge a need for change, telephone contact with parents increases. As graduation nears, telephone privileges expand to include approved friends.

Telephone calls are scheduled by the student's parents and Team Leader. These times will, typically, remain the same from week to week. In divorced families with both parents sharing custody, each parent will receive a call according to the privileges listed for each clan. Should a student miss a scheduled call (due to forgetting or a change in their schedule), parents should not worry as they will be contacted regarding any emergency that interferes with a scheduled call. Please direct questions regarding a missed call to the student's Team Leader.

Student telephone calls must be placed "collect" or with a calling card number from the student's parents. This allows stricter monitoring of phone calls as telephones designated for student use are programmed to allow long distance phone calls only under these conditions. Students are not allowed to receive incoming phone calls without the permission of their Team Leader.

From the student handbook:

### Earth Clan

#### Privileges:

- ❑ **Mail:** Mail is through treatment team, monitored for content, and to parents or grandparents (*under certain circumstances the treatment team may approve letters to other relatives*)
- ❑ **Visitation:** Parent or guardian visits approximately every 60 days, day passes only no overnights
- ❑ **Telephone:** Biweekly 5-10 minute call with staff supervision

### Moon Clan

- ❑ **Mail:** Mail is through staff, monitored for content, and to parents or grandparents
- ❑ **Visitation:** Parent visits as scheduled with two overnight visits (*first visit one overnight only*) within Flathead County, one per block and as approved by treatment team
- ❑ **Telephone:** Weekly 10-minute call to parents with staff supervision

### Sun Clan

- ❑ **Mail:** Mail without censorship to parents, siblings, grandparents, and approved friends (*Incoming mail is still checked for appropriateness.*)
- ❑ **Visitation:** Parent visits as scheduled with three overnight visits away from Campus (*outside Flathead County allowed but no home visits without treatment team approval*), one per block.
- ❑ **Home Visits:** A short home visit is possible late in Sun Clan with treatment team approval, if deemed appropriate and important by the treatment team.
- ❑ **Telephone:** Weekly 15-minute call to parents without supervision.

### Star Clan

- ❑ **Mail:** Mail without censorship to parents, siblings, grandparents, and approved friends
- ❑ **Visitation:** Parent visits as scheduled with up to four overnights away from Campus as approved by treatment team
- ❑ **Home Visits:** Home visits are to be planned with the treatment team. One per block

- ❑ **Telephone:** Weekly 20-minute call to parents without supervision. Room Time: Is allowed personal room time during free time in the dorm

#### Sky Clan

- ❑ **Mail:** Mail without censorship to parents, siblings, grandparents, and approved friends.
- ❑ **Visitation:** Parent visits as scheduled away from Campus as approved by treatment team (home visits allowed), frequency and duration approved by treatment team.
- ❑ **Telephone:** Two weekly 20-minute calls: one to parents and a second permitted to friends without supervision.

### Question 6 d The availability of routine and emergency medical and psychological care

Montana Academy has a registered nurse on campus 4 days per week and we have two medical doctors on staff and present five days of the week. Routine medical screening and care is provided by our staff or arranged on twice weekly trips to town for routine dental and medical care. Psychological care is handled by our full time staff which includes 7 licensed therapists in addition to two licensed psychiatrists. Emergent psychiatric and medical situations are handled at Kalispell Regional Medical Center and Pathways Treatment Center located 40 miles away, but only minute by ALERT helicopter when necessary.

#### Policy and Procedures include:

##### 7.0 Health Care Access

Montana Academy adheres to the following health care policies:

**7.1.1 Access to Appropriate Health Care.** If a student is ill on a weekday (M-F), the Medical Director, Campus Nurse or Dr. McKinnon are available at any given time. After 5pm and on weekends: When injury or illness requires medical attention, staff may call the Medical Director, Campus Nurse or Dr. McKinnon at home or contact them by other means, i.e., cell phone, beeper, or alternative phone numbers. If unable to reach any of these people, staff will transport the student to Kalispell Regional Medical Center or to the Big Sky Medicine walk-in clinic (during operating hours).

When a student must leave campus for medical purposes on a weekend or at night, a staff member must access the student profile packet binder in the front office. This includes insurance information, authorization and consent forms. Please make copies to bring with you. The student profile packet binders are marked as follows: White (A-M), Blue (N-Z).

If medication is prescribed, all prescriptions are to be filled by Medical Arts Pharmacy, at 209 Conway Drive in Kalispell, MT.

### 6e medication management

**7.1.2 Authorization to Dispense Medications.** Licensed personnel on staff to dispense medications include: the Medical Director, the Campus Nurse and Dr. McKinnon. Other staff may dispense medication if trained by licensed personnel. No medications provided by parents are to be administered except by the Medical Director, the Campus Nurse or Dr. McKinnon. An exception may be made for a diabetic student who gives him- or herself insulin injections.

**7.1.3 Storage, Accounting and Security of Medication.** ALL over-the-counter and prescription medications on campus are stored in locked areas at ALL times.

Daily medications for boys, as well as all lunch and dinner meds, are stored in the locked medicine cabinet in the med room. The med room is locked at all times. Staff

members do not permit students in the med room unless they are accompanied and given special permission to be there.

Girls' morning meds are stored either in the locked health clinic cabinet or in the locked cabinet in the girls' dorm office. Girls' afternoon and evening meds are stored in the locked dorm med box that is kept within either the med room or the health clinic. Other stock prescription meds are stored in the locked cabinet in the health clinic. Vaccines, suppositories and insulin are stored in the health clinic refrigerator. The med change-over occurs on Friday mornings. At that time, all of the upcoming week's medications are accounted for. All of the previous week's meds are placed in a locked yellow med box to be returned to Medical Arts Pharmacy no later than Monday afternoon. The med box is locked in either the med room or the health clinic office until it is returned.

## **6f complaint or grievance procedures:**

From the student handbook:

### Section VI 22

22. Students have the right to register a grievance if they feel they have been denied rights outlined in handbook, or abused physically, sexually, or emotionally. They may submit in writing their grievance to any of member of the leadership team including all clinical directors, the medical and academic director. Grievances will be investigated and corrective actions taken when necessary. Students also have the right to ask for a telephone contact to any appropriate local authorities including law enforcement and child protective agencies if they feel that their rights have been compromised or they have been harassed or assaulted physically, emotionally, or sexually. There will be no reprisal for reporting legitimate grievances to leadership or public authorities.

From the employee handbook:

### **716 Staff Grievance Policy**

Effective Date: 08/15/00

Montana Academy is committed to providing the best possible working conditions for its employees. Part of this commitment is encouraging an open and frank atmosphere in which any problem, complaint, suggestion, or question receives a timely response from Montana Academy supervisors and administration.

Montana Academy strives to ensure fair and honest treatment of all employees. Supervisors, managers, and employees are expected to treat each other with mutual respect. Employees are encouraged to offer positive and constructive criticism.

If employees disagree with established rules of conduct, policies, or practices, they can express their concern through the staff grievance procedure. No employee will be penalized, formally or informally, for voicing a complaint with Montana Academy in a reasonable, business-like manner, or for using the staff grievance procedure.

If a situation occurs when employees believe that a condition of employment or a decision affecting them is unjust or inequitable, they are encouraged to make use of the following steps. The employee may discontinue the procedure at any step.

1. Employee presents problem to immediate supervisor in writing within 7 calendar days after incident occurs. If supervisor is unavailable or employee believes it would be inappropriate to contact that person, employee may present problem to any member of the Montana Academy Administrative Team (Clinical Director, Medical Director, Education Director, and Director

of Admissions).

2. Supervisor responds to problem during discussion or, if necessary to allow consultation with members of management, within 7 calendar days. Supervisor documents discussion.
3. Employee presents problem to Montana Academy Administrative Team (Clinical Director, Medical Director, Education Director, and Director of Admissions) in writing within 7 calendar days if problem remains unresolved.
4. Montana Academy Administrative Team responds to problem during discussion or, if necessary to allow consultation with Montana Academy's Board of Directors, within 7 calendar days. Administrative Team documents discussion.
5. If problem remains unresolved, the employee presents problem to Montana Academy Board of Directors in writing within 7 calendar days.
6. Montana Academy Board of Directors reviews and considers problem. Within 7 calendar days Montana Academy Board of Directors informs employee of decision and forwards copy of written response to Montana Academy Administrative Team for employee's file. The Montana Academy Board of Directors has full authority to make any adjustment deemed appropriate to resolve the problem.

Not every problem can be resolved to everyone's total satisfaction, but only through understanding and discussion of mutual problems can employees and management develop



## Application Checklist

- Completed and Signed Application
- Recent Photo of Applicant
- Medical History
- Authorization & Consent
- Release of Information
- Release of School Records
- Physical Examination- Completed either by a physician at home or from Wilderness Program within the last year
- Copy of Immunization Records
- Summit Waiver
- Transportation Agreement
- Internet Release Form
- Copies of Insurance Cards
- Insurance Care Request Form
- Gym Clothing Order Form
- Financial Agreement
- Parent Divorce Policy, if applicable
- Notice of Privacy Practices- signed
- \$1000 fee upon Acceptance



**Fax Cover Sheet**

**APPLICATION FOR ADMISSION**

**FAX OR MAIL  
TO:**

**Montana Academy**  
28 West California  
Kalispell, Montana 59901  
Phone (406) 755-3149 • Fax (406) 755-3150  
E-mail: rosemarym@montanaacademy.com

ATTENTION: Rosemary McKinnon, MSW  
Director of Admissions

FAX: (406) 755-3150  
If problem with transmission, phone: (406) 755-3149

FROM: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

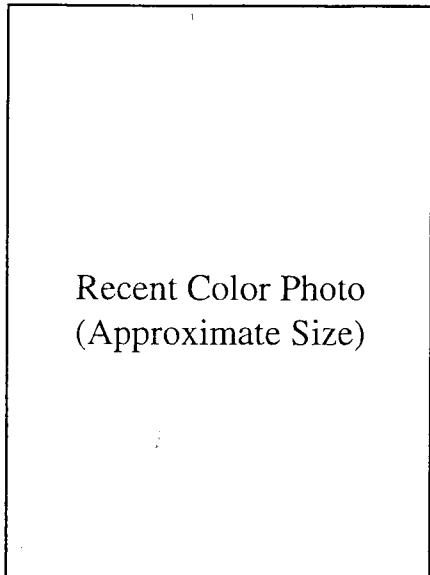
FAX NUMBER: (     ) \_\_\_\_\_

Phone Number: (     ) \_\_\_\_\_

Date Sent: \_\_\_\_\_ Time: \_\_\_\_\_



## Application For Admission Face Sheet



Recent Color Photo  
(Approximate Size)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_ Age: \_\_\_\_ M \_\_\_\_ F \_\_\_\_

Social Security Number: \_\_\_\_/\_\_\_\_/\_\_\_\_ Hair Color: \_\_\_\_\_

Height: \_\_\_\_' \_\_\_\_" Eye Color: \_\_\_\_\_ Scars/Birthmarks: \_\_\_\_\_

Ed Consultant: \_\_\_\_\_ Phone: ( ) \_\_\_\_\_

### EMERGENCY NOTIFICATION

Parent(s): \_\_\_\_\_ Phone: ( ) \_\_\_\_\_

Parent(s): \_\_\_\_\_ Phone: ( ) \_\_\_\_\_

Other: \_\_\_\_\_ Relation: \_\_\_\_\_ Phone: ( ) \_\_\_\_\_

### MEDICAL INFORMATION

Ongoing Med/Surg Illness:

\_\_\_\_\_  
\_\_\_\_\_

Current Medications:

\_\_\_\_\_  
\_\_\_\_\_

Allergies to Medications:

Medication	Reaction
_____	_____
_____	_____

Other Allergies (e.g., bee stings):

Allergy	Reaction
_____	_____
_____	_____

**John A. McKinnon, MD:**  
**(406) 755-3149 or (406) 858-2339**

Medical Insurance

Insurance Company: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Phone: ( ) \_\_\_\_\_

Policy, Group or other Numbers: \_\_\_\_\_

Pharmacy Card #: \_\_\_\_\_

### Consent to Treat

*As Parent(s) or legal guardian(s) of the above minor applicant, I/We grant Montana Academy, Inc., and its personnel specific authority and consent to provide, or arranged for, emergency medical/surgical or dental treatment and hospitalization. I/We assume full financial responsibility for emergency services or hospitalization, when required. In addition, I/We consent to routine medical and dental examination and treatment, including diagnostic tests recommended by a licensed physician or dentist, so long as these have been approved by John A. McKinnon, MD, Director, Montana Academy Inc.*

Date: \_\_\_\_\_

Name(s): \_\_\_\_\_ Signature(s): \_\_\_\_\_

Name(s): \_\_\_\_\_ Signature(s): \_\_\_\_\_



If adopted, check here:

**Family Structure**

### Mother

Name \_\_\_\_\_ Age \_\_\_\_\_

(First, Middle, Last)

Address: \_\_\_\_\_

Occupation: \_\_\_\_\_

Phone: ( ) \_\_\_\_\_ ( ) \_\_\_\_\_

home

business

Fax: ( ) \_\_\_\_\_ e.mail: \_\_\_\_\_

Social Security # \_\_\_\_\_

circle one: still married to divorced sep'd from widowed by death of  
in the year: \_\_\_\_\_

### Father

Name \_\_\_\_\_ Age \_\_\_\_\_

(First, Middle, Last)

Address: \_\_\_\_\_

Occupation: \_\_\_\_\_

Phone: ( ) \_\_\_\_\_ ( ) \_\_\_\_\_

home

business

Fax: ( ) \_\_\_\_\_ e.mail: \_\_\_\_\_

Social Security # \_\_\_\_\_

### Siblings

Name \_\_\_\_\_ Age \_\_\_\_\_

Name \_\_\_\_\_ Age \_\_\_\_\_

Name \_\_\_\_\_ Age \_\_\_\_\_

Name \_\_\_\_\_ Age \_\_\_\_\_

Name \_\_\_\_\_ Age \_\_\_\_\_

### Step-Father

Name \_\_\_\_\_ Age \_\_\_\_\_

(First, Middle, Last)

Address: \_\_\_\_\_

Occupation: \_\_\_\_\_

Phone: ( ) \_\_\_\_\_ ( ) \_\_\_\_\_

home

business

Fax: ( ) \_\_\_\_\_ e.mail: \_\_\_\_\_

Social Security # \_\_\_\_\_

### Step-Mother

Name \_\_\_\_\_ Age \_\_\_\_\_

(First, Middle, Last)

Address: \_\_\_\_\_

Occupation: \_\_\_\_\_

Phone: ( ) \_\_\_\_\_ ( ) \_\_\_\_\_

home

business

Fax: ( ) \_\_\_\_\_ e.mail: \_\_\_\_\_

Social Security # \_\_\_\_\_

### Half- or Step-Siblings

Name \_\_\_\_\_ Age \_\_\_\_\_

Name \_\_\_\_\_ Age \_\_\_\_\_

Name \_\_\_\_\_ Age \_\_\_\_\_

Name \_\_\_\_\_ Age \_\_\_\_\_

Name \_\_\_\_\_ Age \_\_\_\_\_

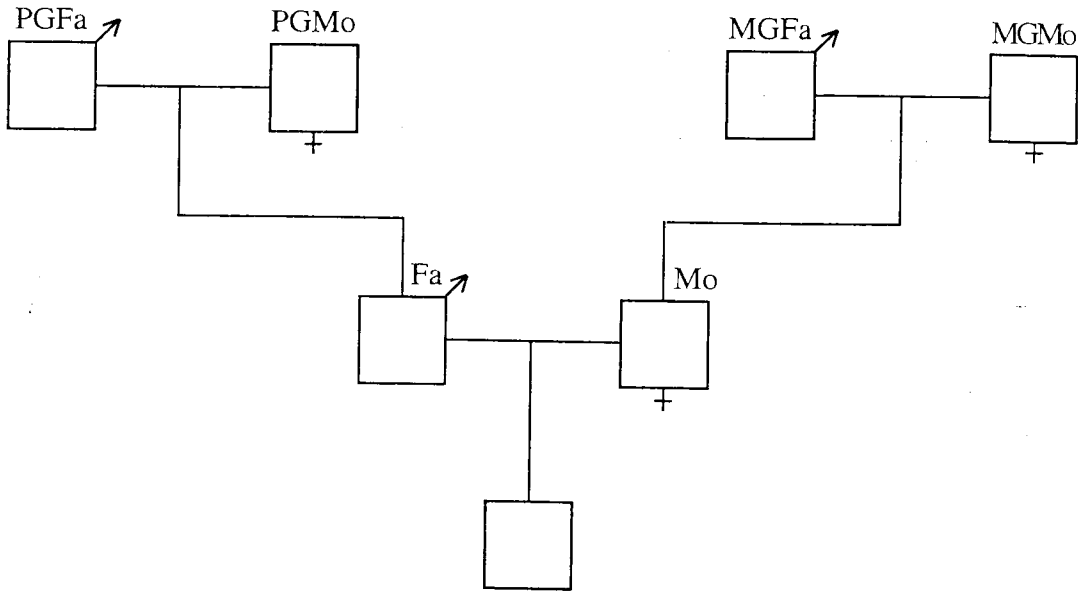




# Family Structure

## Genealogy

(Please Sketch in the Family Structure detailed on pg. 2)





## Current Problem(s)

Please explain why you Now apply to Montana Academy Inc. What problems (symptoms, behaviors, academic struggles, interpersonal or family disruptions) in recent months prompt you to look for a therapeutic residential school? Please trace the evolution of these problems over time or list and describe them in order, starting with the problems that trouble you most.



## Current Problem(s)



## Current Problem(s)



## Developmental History

Please describe your child's growing up, stage by stage, recounting key events and describing important relationships, interests, and overall general temperament. Please pay particular attention to traumatic events, disruptions (accidents, moves, losses, illnesses or undue stresses on any or all members of the family.)

- A. Infancy (age 0-1 yr.):** Please briefly describe any information pertinent to the pregnancy, adoption or birth of your child. Focus on early bonding with parents and other caretakers, any early losses or disruptions in care. Note problems with feeding, weaning or sleeping and discuss your baby's temperament.
- B. Toddler Stage (age 1-4):** Please note milestones (crawling, walking, talking, and toilet training) and any problems with toilet training, sibling relationships, handling bedtime and sleep, struggles over discipline or early competences. Discuss separations from key attachment figures, first experiences with day care and preschool and any particular anxiety over separations.



## Developmental History

- C. **Elementary School (age 5-11):** Please recall how it went starting school, handling separation from home, early relations with teachers and other children, ability to concentrate and work independently, and interest and success in mastering new skills. In looking back, please assess mood and temperament - e.g., friendliness or unfriendliness, depressed mood or anxiety, nightmares, unhappiness at school, self-esteem problems, mean behavior or recurring tantrums or other signs of anger?



## Developmental History

- D. Adolescence (age 12-):** Please teach us what sort of young person your child has begun to become, noting such evidence as: trustworthiness; relationship with adult authority and rules; comfort with puberty, social choices (dress, hair), social network (choice of friends), and erotic preoccupation; school effort and capacity for love, loyalty, empathy, kindness and friendship; problems with self-esteem or mood; anxiety; particular passions or interests; level or energy, enthusiasm and ambition. Academic or school deportment problems? Drug or alcohol use? Sexual precocity? Tantrums? Lying? Stealing? Trauma? Losses? Family milestones or parental problems in these years?



**Developmental History**  
(an extra page, if needed, for added notes)





## Parents' Letter

Please write us a letter which describes (a) you, yourselves, as parents; (b) your family; (c) how you make sense of your child's problems; and (d) your goals for your child's work at Montana Academy Inc. We want to begin immediately to know you. And we need to understand what a success at Montana Academy Inc., would look like from your point of view.

We suggest the following outline for your comments, but only as a rough guide. We want to know how you think about your family in our own way.

- I. Our Families of Origin, Fateful Meeting & Courtship
- II. Our Marriage - Style, Strengths, Struggles - and Major Events
- III. Our Child(ren) - Who, What (doing), Relationships with One Another, and What We Admire About Them
- IV. How Our Child's Problems Make Sense to Us (or Don't)
- V. Goals for Our Child at Montana Academy



## Medical History

Student: \_\_\_\_\_ DOB: \_\_\_\_\_

Physician: \_\_\_\_\_ Phone: (    ) \_\_\_\_\_

Last Physical Exam: \_\_\_\_\_ (date)

Findings: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Last Dental Exam: \_\_\_\_\_ (date, result) Retainer? Y N

Last Eye Exam: \_\_\_\_\_ (date, finding) Glasses? Y N

Medical Illnesses (year):

Hospital Admissions (year):

Surgical Procedures (year):

Allergies (esp to Medications):

Allergen

Reaction

Diet Restrictions: \_\_\_\_\_

Current Medications:

Medication

Pill Size (mg)

How Many & How Often

Past Medication Trials:

Medication

Dose

Result

Menstrual History:

First Menses: \_\_\_\_\_ (age) Regular Periods? Y N

Cycle Length: \_\_\_\_\_ (days) Last Period: \_\_\_\_\_ (month)

Sexually Active? Y N Ever Pregnant? Y N

Immunizations (date):

Diphtheria/Tetanus: \_\_\_\_\_ DT Booster (tetanus): \_\_\_\_\_

MMR (measles, mumps, rubella): \_\_\_\_\_

DT boosters (tetanus): \_\_\_\_\_ Hepatitis B: \_\_\_\_\_

TB tine test: \_\_\_\_\_ Polio: \_\_\_\_\_

Has the applicant had (if so, circle, and add year):

Chicken Pox

Arthritis

Measles

Hearing Defect

German Measles

Vision Problem

Mono

Neurological Illness

Mumps

Seizures

Whooping Cough

Headaches

Scarlet Fever

ADHD

Rheumatic Fever

Tics

Venereal Disease

Obsessions, Rituals

HIV Testing (date, result)

Scoliosis

Polio

Dyspepsia

Swollen Lymph Nodes

Eating Disorder

Easy Bruising

Sleep Problem

Bed-Wetting

Skin Problem, Rashes

Diabetes

Other Endocrine

Illicit Drug & Alcohol Use (circle, give ages):

Alcohol

Opiates

Marijuana

Benzodiazepines

Amphetamines

Phencyclidine (PCP)

Cocaine

Intravenous Drug Use

Inhalants (huffing)

Barbiturates

Hallucinogens (e.g., LSD, mushrooms)

Notes: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



## Authorizations & Consent

Student's Name: \_\_\_\_\_ DOB: \_\_\_\_\_ SS# \_\_\_\_\_

As parent(s) or legal guardian(s) for the above student, I/we hereby provide Montana Academy, Inc., and its personnel consent and authority to include this student in the following activities, or to provide the following services, and to employ the following procedures and referrals, and to arrange or provide transportation for these activities or services:

1. Routine medical and dental examination and treatment, including diagnostic tests and procedures recommended by a licensed physician or dentist. I/We agree to assume full financial responsibility for such examination and treatment.
2. Emergency medical or dental treatment and hospitalization upon the advice of a physician or dentist duly licensed to practice in the state where such services are rendered. I/We agree to assume full financial responsibility for such examination and treatment.

In addition, I/we give our permission, consent and authorization to Montana Academy and its personnel:

3. To search the person and personal effects of this student, and to confiscate any weapons, drugs, alcohol, tobacco products or other campus contraband, according to the rules and regulations governing student life at Montana Academy.
4. To use reasonable physical force to restrain or detain the above student in the event (s)he poses a threat of physical harm to self or others, or in the event (s)he attempts to leave the campus or site of any school program, adventure, trip or function without authorization.
5. To use photographs, voice recordings, written, drawn, painted or sculpted work by the above student for the school's brochures, videos and related materials intended to describe the programs at Montana Academy for perspective students and their families, or educational consultants, or for professional referral courses, or to illustrate presentations at professional meetings. When a student's photograph or personal materials are to be so employed, Montana Academy staff will make a good faith effort to make certain these materials do not include the student's name, address or other identification.

Montana Academy students are expected to participate in a wide variety of school programs and activities, including academic exercises, general athletic activities, vocational training projects ("work-study"). In addition, students participate, both on and off campus, in skiing, snow boarding, camping, backpacking, rock climbing, hiking, canoeing, fishing, rafting, sailing, swimming, water-skiing, horseback riding and bicycling. I/we consent and authorize the above named student to participate in all activities and programs-those specifically noted here, but also those that are not specifically mentioned, but are or become regular aspects of the Academy's programming-and voluntarily release, discharge and indemnify Montana Academy, Inc., its officers, directors, shareholders, employees and agents from any and all claims, demands, actions, suits or proceedings which the student or parent or relative or kin may make for any or all injuries, damages and expenses, including but not limited to all personal injuries, illnesses and damage to personal property, caused by or arising out of, or otherwise related to, the applicant's participation in activities or programs conducted by or on behalf of Montana Academy, Inc.

Parent (or Guardian) Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(Print in full)

Parent (or Guardian) Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(Print in full)



## Release of Information

Name of Applicant: \_\_\_\_\_ Date of Birth \_\_\_\_\_

In order to work effectively with your child we will need to obtain records and information from a number of professionals who have worked with your child in the past. Please list each Physician, Dentist, Psychiatrist, Psychologist, Professional Counselor, Educational Consultant, or probation officer who has worked with your child in the past three years.

Name \_\_\_\_\_ Address \_\_\_\_\_ Telephone \_\_\_\_\_

Name \_\_\_\_\_ Address \_\_\_\_\_ Telephone \_\_\_\_\_

Name \_\_\_\_\_ Address \_\_\_\_\_ Telephone \_\_\_\_\_

Name \_\_\_\_\_ Address \_\_\_\_\_ Telephone \_\_\_\_\_

Name \_\_\_\_\_ Address \_\_\_\_\_ Telephone \_\_\_\_\_

Name \_\_\_\_\_ Address \_\_\_\_\_ Telephone \_\_\_\_\_

Name \_\_\_\_\_ Address \_\_\_\_\_ Telephone \_\_\_\_\_

Name \_\_\_\_\_ Address \_\_\_\_\_ Telephone \_\_\_\_\_

### Consent to Release Information:

I/We hereby give consent to the faculty and staff of Montana Academy, Inc. to confer with all of the above named individuals regarding the applicant's personal and medical history. Each of the above named individuals is also explicitly authorized to release records of their medical treatment, counseling, psychological testing, or psychiatric evaluation of the applicant to Montana Academy, Inc. This release is valid for eighteen months from the date of execution.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Authorization to obtain and release school records

Name of student \_\_\_\_\_ Date of Birth \_\_\_\_\_

Last name First Name Middle Name

Please list all school attended by the student since grade 8 and all Wilderness Programs:

Name of School/Program \_\_\_\_\_ Grades attended \_\_\_\_\_

Address \_\_\_\_\_ Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Reason for Withdrawal \_\_\_\_\_

Name of School/Program: \_\_\_\_\_ Grades attended \_\_\_\_\_

Address \_\_\_\_\_ Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Reason for Withdrawal \_\_\_\_\_

Name of School/ Program: \_\_\_\_\_ Grades attended \_\_\_\_\_

Address \_\_\_\_\_ Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Reason for Withdrawal \_\_\_\_\_

Name of School/ Program: \_\_\_\_\_ Grades attended \_\_\_\_\_

Address \_\_\_\_\_ Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Reason for Withdrawal \_\_\_\_\_

I/We hereby authorize the school listed above to release transcripts of credit, withdrawal grades, test date, health records, and any other records relating to the above named student to:

Director of Admission, Montana Academy at 28 West California, Kalispell, MT 59901 Tel: 406-755-3149 or Fax: 406-755-3150

A photocopy of this release is valid and sufficient as though it were the original.

Signature of Parent(s)/ Guardian(s):

Signature: \_\_\_\_\_ Date \_\_\_\_\_



**PHYSICAL EXAMINATION**  
**(TO BE COMPLETED BY PHYSICIAN)**

Name: \_\_\_\_\_ Exam Date: \_\_\_\_\_

Birthdate: \_\_\_\_\_ Age: \_\_\_\_\_ Height: \_\_\_\_\_ Weight: \_\_\_\_\_

BP: \_\_\_\_\_ Pulse: \_\_\_\_\_

**EXAM:**

Integument: \_\_\_\_\_ Head: \_\_\_\_\_

Eyes: Glasses? \_\_\_\_\_ Vision-R: \_\_\_\_\_ L: \_\_\_\_\_ Funduscopy: \_\_\_\_\_

Ears: \_\_\_\_\_ Allergies: \_\_\_\_\_

Nose: \_\_\_\_\_

Throat: \_\_\_\_\_

Neck: \_\_\_\_\_ Allergies to medications: \_\_\_\_\_

Lymph: \_\_\_\_\_

Chest: \_\_\_\_\_

Heart: \_\_\_\_\_

Abdomen: \_\_\_\_\_

Genitalia: \_\_\_\_\_

Neurological: \_\_\_\_\_

Musculoskeletal: \_\_\_\_\_ Scoliosis: \_\_\_\_\_

Significant finding/recommendations: \_\_\_\_\_

Are there any physical impairments which would limit this student's ability to participate in vigorous physical activities?

Please list all current medical problems. Include all medications being taken and the dose:

Required laboratory tests and immunizations. Please attach a copy of the results:

1. Urinalysis
2. CBC w/differential
3. Glucose
4. VDRL
5. Pregnancy test
6. Venereal diseases (if indicated)
7. Tuberculosis skin test (PPD) or Chest x-ray  
Date: \_\_\_\_\_ Results: \_\_\_\_\_ If positive, has child received prophylactic treatment? \_\_\_\_\_
8. Tetanus (within past 10 years) date: \_\_\_\_\_

PHYSICIAN NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

PHONE NUMBER: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_



# THE SUMMIT

The Community Center for  
Health Promotion and Fitness

A Service of NORTHWEST HEALTHCARE

## THE SUMMIT INFORMED CONSENT FOR EXERCISE PARTICIPATION AND FITNESS ASSESSMENT

I desire to engage voluntarily in an exercise program at The Summit to improve my physical fitness. I may voluntarily engage in exercise assessments to evaluate my physical fitness.

I understand there is a risk of abnormal cardiorespiratory response during and following exercise. I understand that I am responsible for monitoring my own condition throughout exercise, and agree to stop exercise and inform an instructor should any unusual symptoms occur. I understand that I can discontinue my exercise program or fitness assessment at any time.

Medical clearance is recommended before beginning an exercise program. If medical clearance is specifically requested prior to beginning an exercise program or fitness assessment, I will consult my physician and obtain said clearance prior to beginning my exercise program.

I have read this form and understand the nature of the exercise program and fitness assessment. My questions have been answered to my satisfaction. I agree to assume the risk of such exercise and fitness assessment, and agree to hold harmless The Summit, its staff members, and its corporate ownership.

\_\_\_\_\_  
*Signature of Participant*

\_\_\_\_\_  
*Member #*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Signature of Parent if under 18*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Signature of Witness*

\_\_\_\_\_  
*Date*

# Montana Academy

## Transportation Agreement

Student Name: \_\_\_\_\_

I agree that if my child needs **elective dental or medical care**, or physical therapy or **transportation to and from the airport** or any other services that require special transport, I will pay the cost of transportation to and from Montana Academy.

The cost for such transportation will be regularly billed at the rate of \$50 per trip and the office needs to be notified at least one week ahead of any travel plans. There will be an extra charge of \$50 for late arrivals (after 6:00 p.m.) or for late notice (less than 1 week ahead.) Trips to and from the airport when Montana Academy staff is not available before 6:00 a.m. or after 6:00 p.m. will be charged at \$100. Transportation after midnight will be charged at \$150. **This charge will be the same regardless if there are one or more passengers, as our current provider does not split rates.**

Signature: \_\_\_\_\_  
(Parent or Guardian)

Print Name: \_\_\_\_\_

Date: \_\_\_\_\_



**IMPORTANT INFORMATION NEEDED**

STUDENT'S SOCIAL SECURITY NUMBER \_\_\_\_\_ \*

\*It is important we have your child's social security number. If it has not been provided in the earlier documents, please write it in now! Thank you!!

- For Billing Purposes to Doctor Offices:

All Flathead area doctors have informed us that they  
Require a copy of the front AND back of your health  
Insurance card.

Student Name: \_\_\_\_\_

Insurance information given is benefit of which parent: \_\_\_\_\_

**Important:** Coverage type: CIRCLE EACH THAT APPLY

Medical  
Prescription  
Dental  
Vision

Attach a CLEAR, enlarged copy of the **FRONT AND BACK** of insurance card.

*Thank you!*



28 West California Street, Kalispell, MT 59901  
(406)755-3149 Fax ((406)755-3150

## Internet Release Form

I, \_\_\_\_\_ (print name), parent/guardian of  
\_\_\_\_\_  
\_\_\_\_\_  
(print student name), do hereby authorize Montana  
Academy, publisher of the Montana Academy website and Montana Academy  
Foundation newsletter, to use photographs of \_\_\_\_\_ (student  
name) or to publish this student's creative or academic work, to make copies or  
reproductions thereof for use in the above mentioned website or newsletter.

A user name and password to login to the parent center will be provided at enrollment.

Please list your preferred email address and any additional addresses you would like  
listed:

\_\_\_\_\_  
(print email address)

\_\_\_\_\_  
(print additional email address)

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date



## Clothing List

Students are expected to maintain a clean, well-groomed, if relaxed appearance, and we have certain restrictions concerning appropriate clothing. Plain, functional clothing with a comfortable, proper fit is the standard. In particular we do not allow dress entirely in black, nor do we allow camouflage clothing or clothing that promotes identification with drugs, alcohol, violence or sex. If you have questions about the suitability, or need for any articles of clothing, please do not hesitate to ask. Bedding will be provide, but special quilts, comforters or pillows may be sent. Three (3) personal towels are needed. Parents may supply toiletries so long as products do not contain alcohol. Toiletries are also available on campus for purchase.

**N.B.** The following list suggest the maximum number of each article. Space is quite limited and excess clothing will be shipped home at the family's expense.

- 7 pants- jeans or khakis
- 2 belts
- 2 pair sports/soccer shorts
- 2 pair hiking shorts
- 8-12 shirts
- 2-4 sweaters/sweatshirts
- 2 swimsuit (no bikinis)
- 2 coats
- 2 vests/fleece
- 1 pair winter gloves
- 1 winter hat
- Girls: 3 dresses/skirt outfits
- Boys: 1 dress outfit as worn by your son for more formal occasions

### Underwear:

- 15 pairs of underwear (no thongs)
- 2 pair polypropylene long underwear
- Girls: 1 slip, 6 bras (including sports), 3 pair pantyhose or tights

### For Sports:

- 2 pair sweatpants
- 1 long sleeve polypropylene shirt
- 1 light insulated nylon jacket
- (Gym shoes and uniform order form enclosed)

### Shoes & Socks:

- 15 pair athletic/hiking socks
- 1 pair clean shoes/loafers for dress occasions
- 1 pair of athletic shoes for outdoor use
- 1 pair insulated winter boots (i.e. Sorrel or Columbia)
- 1 pair rubber type sandal (Teva)
- 1 pair slippers for indoor use

**N.B.** No jewelry is permitted until the student reaches Sun Clan



## Wilderness Equipment

The work and wilderness adventure commitments of Montana Academy require that each student have a number of special articles of clothing and equipment in order to function safely and effectively in the Montana outdoor environment. Again, we do not want parents to buy trendy, high priced equipment, but it does have to be fully functional and sturdy. We strongly encourage parents to purchase wilderness equipment from Rocky Mountain Outfitter, 135 main St., Kalispell, Montana 59901 (406-752-2446). They have put together a package of quality gear that can be purchased at a special, discounted price. They are experts in outdoor sports in our area and will service and fit each student personally. If you would prefer purchasing from a catalogue or local outfit we have specially listed specific items that are of sufficient quality to be used in our program. If you have any questions, please call before making purchases.

### Items needed for immediate use

Daypack (REI—Halfdome, LL Bean—Woodland) 2000 cu in.	\$ 48- 70
Hiking Boot—heavy duty—all leather—LL Bean Gortex Cresta, Asolo, Sportiva, Vasque or Raichie)	\$155-225
Headlamp—Petzl micro or zoom	\$ 28- 40
Jacket-shell—Gortex or comparable, with hood, vents: sturdy enough For back country and general all season wear (REI Switchback)	\$200

### For Challenge Weeks and Excursions

Backpack w/rain cover (REI-New Star, LL Bean—Mt. Washington)	\$175-210
Sleeping bag—poly filled 0 degree only (REI thermo, Beans lite loft)	\$160-175
Sleeping pad—Therma Rest—full length, Staytek long or Ridgerest	\$ 15- 60
Pants- Gortex pull on (REI Switchback)	\$ 99
Catalogue prices (varies by cost of specific choices)	\$880-1079
Rocky Mountain Outfitters (varies by cost of best fitting items)	\$725- 800

N.B. If a student is coming from a wilderness treatment program, he or she may already have most of this equipment.



Student Name: \_\_\_\_\_

Team Number: \_\_\_\_\_

Academy Apparel	Color Choice	S	M	L	XL	XXL	Quantity
50/50 T-Shirt	Navy						
	Oxford						
Men's Cut Mesh Short	Navy						
	Silver						
Women's 50/50 Russell Short	Navy						
	Silver						

Academy Shoe			Quantity
Asics Court Shoe	Choose: <input type="checkbox"/> Men's or <input type="checkbox"/> Women's	Size: _____	

Store hours:  
 Monday - Friday ♦ 10-9  
 Saturday ♦ 10-7  
 Sunday ♦ 11-5

**UNIVERSAL**  
*Athletic Service*  
 FOR THE ATHLETE IN ALL OF US  
[www.universalathletic.com](http://www.universalathletic.com)

**Universal Athletic Service**  
 Dewey Michaels, Sales Representative  
 Kalispell Center Mall  
 Ph: 752-7400 or 866-752-7400



## Tuition and Fees

*Revised 5/15/06*

Enrollment Fee (non-refundable)	\$1,000
Tuition	\$6,250 per month

### Notes

- 1. Tuition for a month is due by the 1st of the month. Residual days in the month of enrollment will be prorated. Residual days in the month of discharge will be prorated also.*
- 2. When students travel off campus for optional or extended field trips or for personal occasions e.g. special medical care - charges for transportation and needed supervision must be additional. And individual psychiatric treatment - psychiatric visits, pharmacy charges, health clinic charges or psychological testing beyond the program's standard session, group and family work, will be billed separately to families, like any other medical services.*
- 3. The \$1000 enrollment fee is a one-time charge to cover processing of the application, initial school supplies, textbooks, linen and bedding and equipage beyond the standard clothing list and wilderness gear.*
- 4. We also require that students establish an activity account with an initial non-refundable deposit of \$400 to fund student allowances and activities. The family will be billed \$400 per quarter to maintain this account until graduation.*

## ACADEMIC PROGRAM OVERVIEW

- Montana Academy, founded in 1997 as a therapeutic boarding school, offers a high school curriculum that is fully accredited by Northwest Association of Accredited Schools (NAAS). The Academy is located in a remote mountain valley situated on 450 pristine acres at the headwaters of the Fisher River near numerous trout filled lakes. The campus is surrounded by a conifer forest near the world class ski slopes of Big Mountain, the hiking trails of Glacier National Park, and the peaks of the Cabinet Wilderness Area.
- **Our Mission at Montana Academy is to provide a safe therapeutic environment for developmental maturation. To support the development of life skills, we encourage healthy relationships and academic excellence.**
- The staff at Montana Academy believe that students learn and mature best within an environment that nurtures both academic and emotional dimensions of life together with a healthy balance of athletic, vocational, and recreational activities.
- An exceptional teaching staff provides engaging curricula in a structured, caring atmosphere. Positive student-teacher relationships are a vital component of academic success.
- A student's emotional development is inextricably linked to his or her academic success. Teachers meet weekly as a group to discuss and assess each student's academic progress and to convey this information to therapists. Each teacher is a member of a Treatment Team and provides a continual flow of information about students' academic progress to therapists.
- Students are assigned a Team Teacher, a key participant in a student's Treatment Team. The Team Teacher provides support for students and parents in academic concerns ranging from standardized test registration to long range academic planning. Team Teachers know each student's complete academic history and are an invaluable resource for guiding post-MA educational experiences and placements.
- Education at Montana Academy creates an intellectual environment that is individualized and builds upon the unique strengths of each student. Teachers provide compassionate and nurturing classes that offer courses of study which actively engage students in the learning process. They help students learn how to learn by weaving reading, writing, and learning strategies into subject area content and by using independent critical thinking to rationally analyze and interpret.
- Small class sizes allow for individualization of instruction. Teachers emphasize mastery learning in core subject areas requiring students to earn a C or better before considering their course work complete.
- Teachers provide students weekly grade and behavior reports. They assess all student assignments within one or two days after students have completed them. Assessment procedures reflect awareness of student's individual learning styles. Parents receive mid-block reports half way through every course as well as a final grade report at the end of every academic block.
- The academic calendar is divided into four academic blocks with graduation occurring at the end of each block. Each block is equivalent to one semester. Teachers welcome new students into their classes at any time and provide tutoring for their successful transition. Course offerings are continually modified to fit student needs.

- Students attend school five days per week (Monday through Friday). Students take three, academic classes and one study hall.
- Teachers provide individualized academic assistance during noon tutorials. Students have many opportunities to meet individually with their teachers and receive extra help.
- In the afternoons students participate in physical education. Throughout the week, students rotate through various fitness activities--strength training, running/ show-shoeing, aerobics, cardio circuit training, karate fitness. They also can participate in team sports such as basketball and volley ball. Each activity has a fitness leader who has a set curriculum for the activity. During the first week of the block the fitness leaders evaluated each student's beginning fitness and skill levels. These same fitness and skills are evaluated at the end of the block to measure student progress. Students also participate in horsemanship as well as seasonal sports such as skiing, fishing, swimming and sometimes hockey.
- Sophomore and junior students take the PSAT (Preliminary Scholastic Aptitude Test), and all juniors and seniors take the SAT (Scholastic Aptitude Test) at least once during their stay at MA. Depending on their college plans, some students will also take SAT II (Subject Area Tests) and/or the ACT (American College Testing). The registrar makes arrangements for these tests. SAT test preparation classes are offered to augment the preparations students are expected to do on their own. Advanced Placement courses occur at various times during the year. Advanced Placement tests are scheduled and administered on campus as needed. The registrar arranges other specialized school placement exams.

### GRADUATION REQUIREMENTS

#### *Basic and College Bound*

Montana Academy adheres to the basic graduation requirements set forth by the Montana Office of Public Instruction. Students need a minimum of 20 credits for high school graduation with 13.5 credits in required courses and 6.5 credits in elective courses. College bound students usually accumulate at least 25 credits of recommended courses that reflect college and university admission requirements. Many MA students, who graduate with minimum graduation requirements, attend post graduate vocational programs or often complete a post graduate year in another private school. However, most students complete the college bound requirements.

#### Basic Credit Requirements

4 credits of English  
 2 credits of Science  
 2 credits of Social Studies including  
     .5 credit Government  
 2 credits of Mathematics  
 0 credit of Foreign Language  
 1 credit of Fine Arts  
 1 credit of Health Enhancement (P.E)  
 .5 credit of Health Science  
 1 credit of Vocational/Technical  
 6.5 credits of electives

**Total 20 Credits**

#### College Bound Credit Recommendations

4 credits of English  
 3 credits of Science with 2 credits laboratory science  
 3 credits of Social Studies including 1 credit American  
     History, 1 credit World History,  
     .5 credit Government and .5 credit elective  
 3 credits of Mathematics  
 2 credits of Foreign Language  
 2 credits of Fine Arts  
 1 credit of Health Enhancement (P.E.)  
 .5 credit of Health Science  
 1 credit of Vocational/Technical  
 5.5 credits of additional elective courses

**Total 25 Credits**



## COURSE DESCRIPTIONS BY SUBJECT AREA

### ENGLISH LANGUAGE ARTS

#### *Introduction*

The English program offers course selections that satisfy graduation requirement in the language arts while also offering a fine array of elective courses. All courses emphasize college preparatory writing skills, reading comprehension, and learning strategies. Courses serve multi-age and multi-level classes and draw students actively into the learning process. Staff recommends that students take two blocks (semesters) of American literature, British Literature, World Literature and A.P. Literature and that these courses be taken consecutively. Students can take other courses for either one or two academic blocks: Writing Workshop, Writing and Grammar, Literature and Composition, Journalism, The American Short Story, The Montana Academician, and Drama.

#### *English Class Offerings*

Class	Non College Bound Students	College Bound Students
American Literature	Recommended	Recommended
British Literature	Elective	Recommended
World Literature A	Recommended	Recommended
Advanced Placement Literature and Composition	Not Recommended	Recommended
Writing and Grammar	Elective	Recommended
Writing Workshop	Recommended	Elective
Literature and Composition	Elective	Elective
The American Short Story	Elective	Elective
Journalism	Elective	Elective
The Montana Academician	Elective	Elective
Drama	Elective	Elective

**AMERICAN LITERATURE** Students taking American Literature read, from a critical and historical perspective, major works of American Literature. These works range from *The Crucible* by Arthur Miller, to *Sinners in the Hands of an Angry God* by Jonathan Edwards, to *Walden* by Henry David Thoreau, and to the poetry of Emily Dickinson. Students respond to these readings in weekly formal essays or creative writings that are graded according to carefully explained assessment criteria. Each weekly writing assignment focuses upon a particular theme such as "Exploitation" or "Hardships, challenges and Religious Conservatism," and assignments link together to support the process of reading and writing. Students also create a visual aid reflecting concepts and ideas expressed in each writing assignment. Skills such as six trait editing, critical thinking and reading, planning and organizing along with learning strategies are emphasized. Students also practice public speaking in weekly classroom presentations and do formal presentations on a more extensive end of session project.

Text: *The American Experience Prentice Hall Literature*, Ellis, Gerla; copyright 2000

**BRITISH LITERATURE** British Literature students read, from a critical and historical perspective, major literary works found in a variety of published sources including Norton Anthologies, Prentice Hall Literature Series and teacher owned (photocopied for students) sources. These readings include: Holy Grail myths, Celtic mythology, Chaucer's *Canterbury Tales*, Renaissance poetry, Shakespeare's *Hamlet* and *King Lear*, and selected writings from Henry James and George Orwell. Students respond to these readings in weekly formal essays or creative writings that are graded according to carefully explained assessment criteria. Each writing assignment focuses on a particular theme such as "The Holy Grail enigma" or "Celtic mysteries" or "Chaucer's political agenda" among others. All assignments link together to support the process of reading and writing and

for each assignment students create a visual aid reflecting concepts and ideas expressed in their written work. Skills such as six trait editing, critical thinking and reading, planning and organizing along with learning strategies are emphasized. Students also practice public speaking in weekly classroom presentations and do a formal presentation as part a final performance assessment project.

Text: *Timeless Voices, Timeless Themes, the British Tradition*, Prentice Hall; copyright 2000.

**WORLD LITERATURE** This course surveys poetry, myths, legends, plays, and novels representing various world cultures. The reading assignments range from early Celtic/Irish Legends, to Japanese and Chinese poetry, to Hindu Vedas, to Native American mythology, to English novels. Students write weekly analytic essays or compose self selected creative pieces such as plays, poetry, and short stories. Course content is enriched with high quality video resources portraying historical, biographical, cultural, and literary elements. The course culminates with student presentations and essays based on critical analyses of poetry. Phil Jones, who has lived, taught and traveled in many parts of Asia and the Far East, enriches the course with his extensive collection of art objects, slides, and personal narratives.

Text: *Literature, World Masterpieces*, Prentice Hall; copyright 1995.

**ADVANCED PLACEMENT LITERATURE AND COMPOSITION** AP Literature and Composition provides an in-depth study of literature for juniors and seniors while preparing them for the AP English Literature exam. Students study poetry, plays and novels selected to meet the AP standards. Students write essays, both timed and untimed, in response to these readings. They also learn test-taking skills and strategies for achieving success on the AP exam. These skills include: a working knowledge of literary terms, analytic skills to grasp meanings in complex works of literature, practice in reading and writing about literature using the AP essay style, and practice with revision and editing. Students also give frequent class presentations based on their most recent essays.

Textbooks: *AP English Literature and Composition Student Guide* copyright 2002; *Literature, World Masterpieces*, Prentice Hall; copyright 1995.

**LITERATURE AND COMPOSITION** This course is designed to serve diverse ability levels. Students read a variety of reading selections spanning several world cultures and historical time periods that range from Wordsworth's poetry to Mori Ogai stories. Students write weekly assignments that include descriptive essays and narratives, free response reflections and analytical literary essays. For each assignment, they create a visual aid that reflects concepts and ideas expressed in their writing. The course emphasizes editing and revision skills using the six traits system as well as diagnostic grammar units that focus upon editing problems found in the weekly writing assignments. Students learn critical thinking, reading, and learning strategies as well as time management skills. They also practice public speaking in weekly classroom presentations and do final formal presentation based on end of session projects.

Text: *Evergreen Guide to Writing*, Fawcett, Sandberg; copyright 1999

**WRITING WORKSHOP** This course improves students' writing, revising and editing skills. Students learn about their own strengths and weaknesses as a writer and set goals for improvement. The class includes grammar practice, vocabulary development, and weekly writing projects. Pair-share-editing and the "Six Traits of Writing" approach are both emphasized. Students engage in a variety of writing projects that include description, explanation, analysis, argumentation, poetry and creative narratives.

Text: *The Evergreen Guide to Writing*; Fawcett, Sandberg, Houghton Mifflin; copyright 2000, and other sources containing samples related to weekly assignments.

**WRITING AND GRAMMAR** This course focuses on drafting, revising, editing and grammar skills applied to a wide range of weekly writing assignments. Students study basic and advanced grammar elements which they then use to improve their own writing. They also apply their knowledge of grammar to practice sections of the new SAT test. This course is particularly helpful to students taking a foreign language.

Text: *The Evergreen Guide to Writing*; Fawcett, Sandberg, Houghton Mifflin; copyright 2000.

**JOURNALISM** Students have the responsibility for Montana Academy's weekly newspaper, *Back at the Ranch*. They learn different writing techniques, complete interviews, report on current campus events, and learn the process of publication, editing, and meeting deadlines. Due to the nature of this course, the level of trust necessary to complete such work, students must have treatment team and instructor approval.

**THE MONTANA ACADEMICIAN** Using *The New Yorker* as a model, students construct a magazine of their own work called *The Montana Academician*. Students read and write articles throughout the course. They must complete a minimum of seven distinct writing pieces taken through the steps in process writing: 1<sup>st</sup> draft (hand written or typed), 2<sup>nd</sup> draft (typed), peer conference, teacher-edit conference, final draft and publishing. Final grades are based on journal responses, weekly quizzes and homework, writing pieces, class participation, and the completed magazine.

**THE AMERICAN SHORT STORY** Students explore writing movements from American Romanticism of the early 1800's to contemporary American literature and the events in history that defined them. With each movement they spotlight a few writers, analyze some of their short stories, and identify the characteristics in their work that distinguish them. Final grades are based on responses to short stories, weekly quizzes, homework, class participation, and group projects.

**DRAMA** In conjunction with our experiential program, the culminating event of this course will be a performance of a play or a musical. Students learn about the history of the performing arts, read various plays, take acting and/or singing lessons, create their own screenplay, and participate in the culminating event.

## **FOREIGN LANGUAGE**

### ***Introduction***

Students have an opportunity at Montana Academy to become proficient speakers, readers, and writers of Spanish and to begin studying French. Students are placed in Spanish classes based on previous courses along with an informal assessment of their language proficiencies.

### ***Foreign Language Class Offerings***

<b>Class</b>	<b>Non College Bound Students</b>	<b>College Bound Students</b>
Spanish I A & B	Recommended	Recommended
Spanish II A & B	Elective	Recommended
Spanish III A & B	Elective	Recommended
Beginning French (PM)	Recommended	Recommended

**SPANISH I** Spanish I begins with learning familiar expressions of conversations: greetings, telling time, numbers, and introductions. Students talk and write about their own daily life and learn to sing Spanish songs. The emphasis is on vocabulary development, verb conjugations, and sentence structure.

Text: Somos Asi, "*En Sus Marcas*"; Funston, copyright 2000.

**SPANISH II** Students build upon the skills learned in Beginning Spanish. Conversations broaden to include family and friends within a variety of contexts. They read books and plays in Spanish. They talk and write about their lives, opinions, likes, and dislikes. Students write letters to family and friends, participate in plays, and sing Spanish songs. They also study more advanced sentence structures and extend their vocabulary and their understanding of more complex verb conjugations.

Text: Somos Asi "*Listos*", Funston; copyright 2000.

**SPANISH III** The goal of Advanced Spanish is for students to become fluent speakers, readers, and writers. They have coherent and complex conversations as well as write extended essays and stories. Students also

study cultural aspects of the Hispanic world. They explore Spanish literature, art, and music. Students in Advanced Spanish work together to write and act in a play which they present to the rest of the student body.

Text: *Somos Asi "Listos"*, Funston; copyright 2000.

**BEGINNING FRENCH** Students participate in basic French conversation centered on day-to-day life. Students practice both reading and writing in French and also sing French songs. They learn vocabulary, grammar, and sentence structure with particular emphasis on verb conjugations. Students also explore French culture.

Text: *C'est A Toi*, EMC Publishing, copyright 2002.

### **FINE ARTS**

High school college bound graduation requirements include two credits of Fine Arts. Students are recommended to take at least one credit in visual arts and one credit in performing arts (music).

#### **VISUAL ARTS:**

Visual Art classes offered at Montana Academy include Drawing, Painting, Elements of Design, Principles of Design, Pottery, Sculpture and Advanced Placement (AP) Art. There are no pre-requisites for these courses; each meets the needs of the beginner as well as the advanced art student. However, it is beneficial for the student to have taken a course in the Elements and Principles of Design from either Montana Academy or from a previous school. A student interested in Advanced Placement Art needs a strong background in the foundations of art with an emphasis on drawing and painting. This course is by invitation or an application process from the instructor. High school graduation requirements include one credit off Fine Arts from Montana Academy for both college bound and non-college bound students.

#### ***Visual Arts Class Offerings***

<b>Class</b>	<b>Non College Bound Students</b>	<b>College Bound Students</b>
Drawing	Recommended	Elective
Painting	Recommended	Elective
Elements and Principles of Design A and B	Recommended	Recommended
Pottery	Elective	Elective
Sculpture	Elective	Elective
A.P. Art (Jan 2005)	Elective	Recommended for Art School entrance.

**DRAWING** This course is designed for the beginning artist interested in learning the foundations of drawing. Practical dialogue during the drawing process is emphasized, as well as learning to "draw what you see and not what you know." Students first learn about contour line, followed by sighting strategies, the illusion of light, depth, texture, pattern, and design. They experiment with a variety of drawing styles, subject matter, and mediums.

**PAINTING** This course is appropriate for the beginning artist interested in learning the foundations of painting. Students experiment with acrylic, water color, and oil paint mediums. Emphasis is on technique, application, and paint characteristics. Students learn about the historical, cultural, and social implications of painting, as well as art criticism. Students have opportunities to select appropriate designs or subject matter to paint.

**ELEMENTS AND PRINCIPLES OF DESIGN A and B** Students learn why the elements and principles of design are the basic tools used by artists and designers. They explore how these elements and principles

function separately and together. The key to this understanding is an awareness of the unique character of each design element and principle. Students examine how these elements and principles have played out in the history of art and how human sensibilities respond to them. This course lays the foundation in basic design which students can use in both their appreciation and production of art work.

**POTTERY** The art of pottery in itself is mysterious. It brings out the childlike tendencies in all of us as we touch the smooth or gritty surfaces and work it through our fingers or mold it into something magical. It reminds us of the hours spent as children forming mud pies on the sidewalk, watching this earthen substance dry and crack from the heat of the sun. Our pottery students return to these memories and find that clay gives them the satisfaction of play they knew as young children. They learn about the origin of clay, clay types, hand building, wheel throwing, glazes and glaze applications, and firing cycles.

**SCULPTURE** This course is designed for the student interested in learning about 3-dimensional design. The student develops ideas for sculpture with instruction on theme development, review of basic elements of sculpture, brainstorming, and practical applications. They learn about a variety of sculpture mediums along with demonstrations and projects. Students learn different forms in sculpture, the intent of sculpture, and styles in sculpture of the 19<sup>th</sup> and 20<sup>th</sup> Centuries.

### **PHOTOGRAPHY**

Students explore photography from a journalistic, historical, and artistic perspective. They learn about famous photographers, the history of photography and how photographic journalism influences society. They also learn the basics of digital photography and composition. Throughout the course students learn about portfolio design as they build their own portfolios and write personal reflections about their work.

### **PERFORMING ARTS:**

The Music classes offered at Montana Academy include General Music Appreciation, Basic Music Theory and Aural Perception, Music History, Choir and Band, and Private Instruction. There are no pre-requisites for these courses. For the college-bound student intending on studying music all the following classes are recommended.

#### ***Music Class Offerings***

<b>Class</b>	<b>Non College Bound Students</b>	<b>Students Pursuing Music in College</b>
General Music Appreciation	Recommended	Recommended
Music Theory and Aural Perception	Recommended	Recommended
Music History	Elective	Recommended
Band and Choir	Elective	Electives
Private Instruction	Elective	Recommended

**GENERAL MUSIC APPRECIATION** This course is designed for any student with an interest in music. Students gain general knowledge of the seven different elements of music: melody, harmony, rhythm, dynamics, tone color, timbre, and form. They explore these elements through analyzing and interpreting different genres of music. Students choose a genre, composer, or band for in depth study. They analyze their selections and make class presentations.

**MUSIC THEORY AND AURAL PERCEPTION** This course is appropriate for the beginning musician interested in learning the foundations of music. Students explore basics of music theory such as how scales are built, chord structure and how these scales and chords are used in music. This course also focuses on the art of

aural perception which includes reading, listening and writing music. This course is highly recommended for any student wishing to further their studies in music.

**MUSIC HISTORY** The focus of this class changes each block from the history of classical works to the history of rock and roll and jazz. Students attain an understanding of the roots of each genre studied. Students select research and write a paper on their choice of a topic from music history

**BAND and CHOIR** Students have opportunities to participate in band and/or choir. Music performance integrates the composer, performer, and listener creating emotional, physical, and intellectual satisfaction for all participants. The students focus on different kinds of music, working together as an ensemble to produce an aesthetically pleasing performance at the close of each block.

**PRIVATE INSTRUCTION** Students may sign-up for half-hour private lessons during their study-hall if it coincides with the instructor's free periods. Lessons will be on a first-come, first-serve basis and upon approval of the Treatment Team and parents. Students are responsible for providing or renting their own instruments. A private lesson fee of \$30 will be charged for each lesson.

### **SOCIAL STUDIES PROGRAM**

#### ***Introduction***

The social studies program at Montana Academy includes classes in World History, U.S. History, American Government, Geography, Civics, Global Issues and Agricultural Studies. Specialty courses may also be available based on student need and interest. Graduation requirements include U.S. History and American Government. American and World History is recommended for all students and required for college-bound students. All classes are designed around key concepts and require no pre-requisites.

#### **Social Studies Class Offerings**

<b>Class</b>	<b>Non College Bound Students</b>	<b>College Bound Students</b>
U.S History A and B	Required	Required
World History A and B	Recommended	Recommended
World Cultures and History A and B	Elective	Recommended
American Government*	Required	Required
Civics*	Elective	Recommended
Global Issues*	Elective	Elective
Geography	Elective	Elective
Agricultural Studies	Elective	Elective

\* Satisfies the Government credit requirements

**U.S. HISTORY A and B** This course surveys major events and topics in American History. The first block of the course covers Colonial America, the Founding Era, Westward Expansion, and Major Conflicts of the 19<sup>th</sup> Century. The second block emphasizes Overseas Expansion, the Great Depression, the New Deal, the Cold War, Civil Rights, and Modern Issues. Throughout the course, students explore a number of essential "American" questions such as "What does it mean to be an American?" and "How do I feel about American policies over the years?" In addition, students examine concepts of multiculturalism, diversity, human values, and ethnocentrism, and respond several times per week to questions in their learning journals. They also read, write and discuss current events with particular emphasis on relating them to past events. Reading, writing, and learning strategies are integrated within content instruction. Students also participate in large and small group discussion.

Text: *America: Pathways to the Present*, Prentice Hall; 2000, Time magazine

**WORLD HISTORY A and B** Western World History is an investigation into the events that have shaped the modern western world. The course focuses on major topics in world history which students analyze within a social, historical, and cultural context. Some of these topics are: exploration, absolutism, the scientific revolution, industrialization, nationalism, imperialism, and war. Students examine modern world issues such as hunger, poverty, and disease. Throughout the course, students learn a variety of reading, writing and learning strategies and become more aware of their own learning processes. They also experience different assessments requiring formal and informal writing.

Text: *World History, Patterns of Civilization*, Prentice Hall; copyright 1993. *Time* magazine

**WORLD CULTURE AND HISTORY A and B** This first semester of this course concentrates on the development of culture and civilizations beginning with European Paleolithic cultures and ending with “the land between two rivers” in Mesopotamia. The second semester focuses on the rise and fall of ancient Greece and Rome as well as the development of democracy. Students also learn about Paleolithic art, the origins of religions, the beginnings of mythological thought, and the Indus Valley Civilization. Students write weekly essays.

Text: *World History, Patterns of Civilization*, Prentice Hall; copyright 1993

**AMERICAN GOVERNMENT** In this one block course, senior level students explore abstract ideas about how governments develop and more specifically, the evolution of the U.S. Constitution and the Bill of Rights. They also study the three branches of the American system and do an in-depth examination of the Supreme Court addressing how the interpretation of the Constitution has changed throughout American history. Students also will be introduced to American politics. By the end of the session, the students should have a strong foundation in American government, to help them become active and productive citizens.

Text: *Magruder’s American Government*, Prentice Hall; copyright 2002. *Time* magazine

**CIVICS** This one block course focuses on citizen participation in the American government. This course also can satisfy the Government requirement. Students trace the role of individual and group action through several major citizen movements in U.S. history which include the civil rights, labor, women’s issues and environmental movements. The course also examines the practical application of skills addressing student and citizen action. Students undertake projects based upon their individual interests that have real-world application so that they begin to understand how citizens’ actions can effect changes in local, state and national governing bodies.

Text: *Civics Today*, Glencoe; copyright, 2005. *Civics for Democracy*, Center for Study of Responsive Law; copyright 1992.

**GLOBAL ISSUES** This one block elective course focuses on current issues and world cultures. Students examine international cooperation through multinational institutions such as the United Nations and international treaties. They explore conflicts with international implications, such as the Israeli-Palestinian conflict, tensions between India and Pakistan, North and South Korea, and concerns over the future of Northern Ireland. Students also examine major international issues such as global health, threats to the global environment, and poverty. Students participate in projects where they examine the history and evolution of specific conflicts, attempts at resolution, and potential future steps.

*Time* magazine, library sources

**GEOGRAPHY** This one block elective course surveys world geography according to five major geographic themes: location, place, human environment, movement, and region. Students select projects focusing on particular regions of the world: North America, Latin America, Europe, Asia, North Africa/Middle East, Sub-Saharan Africa, and Australia/New Zealand/Oceania. They gain an appreciation of the larger world around them and the migratory flows of people, resources, technology, and ideas around the planet. Text: *World Geography*, Glencoe, copyright 2005 *Time* magazine

**AGRICULTURAL STUDIES** This ongoing elective course combines the academic study of agriculture through history and around the globe with practical experience in Montana Academy's gardens. Each block will feature a different academic focus, including such topics as Agriculture Through History; Cross-Cultural Perspectives on Food and Farming; and Small-Scale, Localized Agriculture in a Super-Sized, Globalized World. Practical projects will depend on season, taking students through the cycle of planning, planting, and maintaining plants and gardens. Text: *Various readings provided by instructor.*

### **MATHEMATICS and PHYSICS**

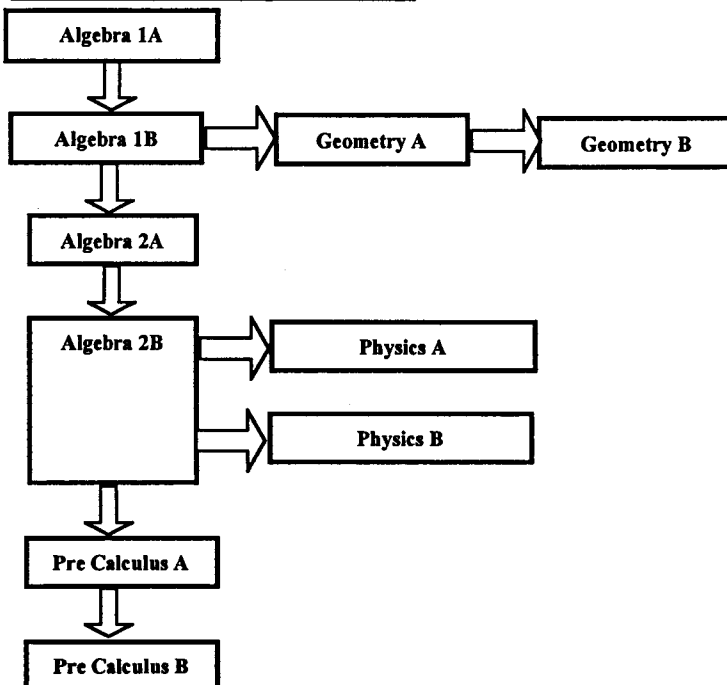
#### ***Introduction***

The mathematics and physics program at Montana Academy include classes in first and second year algebra, geometry, precalculus, and non calculus based physics. All classes are offered in two 12 week blocks. College bound students must take a minimum of three classes, typically Algebra I, Geometry, and Algebra II. Physics is a lab science class and strongly recommended for college bound students.

#### ***Mathematics and Physics Class Offerings***

<b>Class</b>	<b>Non College Bound Students</b>	<b>College Bound Students</b>
Algebra 1A	Required	Required
Algebra 1B	Required	Required
Geometry 1A	Required	Required
Geometry 1B	Required	Required
Algebra 2A		Required
Algebra 2B		Required
Precalculus A		Recommend
Precalculus B		Recommend
Physics A		Recommend
Physics B		Recommend

#### ***Mathematics Prerequisite Map***



#### **Sequence/Prerequisite:**

The normal sequence of math classes is Algebra 1A/B, Geometry A/B, Algebra 2A/B, then Precalculus A/B. It is possible for some students to take Geometry A & B in reverse order, or start Geometry after only taking Algebra 1A. It is also possible to start Algebra 2A before taking Geometry, and Physics A & B can be taken in



reverse order. Physics B can be started about 6 weeks into the 12 week class, however the rest of the classes should not be started except for the beginning of the block

**ALGEBRA 1A** Prerequisite: Pre-Algebra or being able to add, subtract, multiply and divide integers, decimals and fractions, to simplify fractions, and know multiplication tables (1 to 10). A previous introduction to variables, substitutions, equations, and the basic rules of algebra is helpful but not required. This course is an introduction to Algebra. Topics include evaluating and solving algebraic expressions, exponential notation, writing and solving proportions, using percentage, solving inequalities, mathematical operations on exponentials, scientific notation, multiplying, adding polynomials, factoring polynomials, and solving quadratic expressions. Calculators: A simple four-function calculator with a square root is all that is required, although a scientific calculator with exponential capabilities is especially helpful. Graphing is done entirely by hand in this class.

Text: *Algebra 1*, Prentice Hall, by Smith, Charles, Dossey, Bittinger, copyright 2001.

**ALGEBRA 1B** Prerequisite: Algebra 1A. This course is a continuation of first year Algebra 1A. Topics include: solving quadratic expressions, graphing linear equations, finding equations of lines, and solving systems of equations both graphically and algebraically, set theory, one & two variable inequalities, absolute values, using the Pythagorean Theorem & quadratic formula, solving rational equations, and simplifying radicals.. Calculators: A simple four-function calculator with a square root is all that is required, although a scientific calculator with exponential capabilities is especially helpful. Graphing is done entirely by hand.. Text: *Algebra 1*, Prentice Hall, by Smith, Charles, Dossey, Bittinger, copyright 2001

**GEOMETRY A** Prerequisite: Algebra 1A. This course is an introduction to Geometry. Topics include points, lines, and planes in two and three dimensions, parallel lines, congruence, similarity, and major categories of angles, triangles, and quadrilaterals. Postulates and theorems are explored and applied through compass/straight edge constructions, Geometers Sketch Pad projects, problem solving, and two column proofs. Calculators: a simple four-function calculator with a square root is all that is required.

Texts: *Geometry, Concepts & Applications*, Glencoe, by Cummins, Kanold, Kenney, Malloy, and Mojica; copyright 2001

**GEOMETRY B** This course is a continuation of Geometry A. Topics include the following: area and perimeter of polygons and circles, area and volumes of solids, trigonometry, law of sine and cosine, fractals, characteristics of circles, secant and tangents lines, and spherical geometry. Postulates and theorems are explored and applied through compass/straight edge constructions, Geometers Sketch Pad projects, problem solving, and two column proofs.

Prerequisite: Geometry A. Calculators: A scientific calculator with sin, cos, tan, and square root, is required.

Texts: *Geometry, Concepts & Applications*, Glencoe, by Cummins, Kanold, Kenney, Malloy, and Mojica; copyright 2001

**ALGEBRA 2A** Prerequisite: Algebra 1B. This course is a continuation of first year Algebra 1B. The course begins by reviewing Algebra I concepts, but at a much faster pace and in more depth, and then expands into new material. Topics include the following: solving/evaluating linear equations & absolute values, inequalities and expressions, exponential manipulation, relations and functions, graphs of functions, solving systems of equations and inequalities, polynomial functions, synthetic division, evaluating and/solving radical expressions and equations, matrices and determinants, mean, mode, median, standard deviation, imaginary and complex number systems. Calculators: A scientific calculator with sin, cos, tan, square root, and exponential capabilities is required. A graphing calculator such as the TI-83plus is recommended

Texts: *Algebra 2, Integration, Application, Connections*, Glencoe, by Foster, Winters, et. al, copyright 1998

**ALGEBRA 2B** Prerequisite: Algebra 2A. This course is the second part of Algebra 2. Topics include the following: probability, solving quadratics by factoring & graphing, completing the square, parabolas, circles, ellipses, hyperbolas, remainder and factor theorem, fundamental theorem of algebra, rational zero theorem, Descartes' sign rule, composite and inverse functions, introduction to log properties, trigonometry, laws of sines, law of cosines, trig functions, introduction to trigonometric identities.. Calculators: A scientific calculator with sin, cos, tan, square root, and exponential capabilities is required. A graphing calculator such as the TI-83plus is recommended

Texts: *Algebra 2, Integration, Application, Connections*, Glencoe, by Foster, Winters, et. al, copyright 1998

**PRECALCULUS A** This course is the first part of a two part Precalculus class. Topics include the following: modeling data/graphs, linear regression, operations on functions, compositional functions, function transformations, inverse relations, polynomial functions, polynomial division, synthetic division, remainder and factor theorem, fundamental theorem of algebra, rational zero theorem, Descartes' sign rule, composite and inverse functions, rational functions, complex numbers, exponential functions, logarithmic functions, properties of log functions, logistic and exponential growth and decay with applications to finance, trigonometry, degrees/radians, DMS, unit circle, sinusoids, composite functions, inverse trig functions, laws of sines, law of cosines, trig functions, trigonometric identities, sum & difference, and multiple – angle identities.

Prerequisite: Algebra 2B.

Calculators: A graphing calculator such as the TI-83plus is required.

Texts: *Algebra 2, Integration, Application, Connections*, Glencoe, by Foster, Winters, et. al, copyright 1998

**PRECALCULUS B** This is the second of a two part Precalculus class. Topics include the following: vectors, dot products, parametric equations, polar coordinates, De Moivre's Theorem, systems of equations, matrices, determinates, augmented matrices/row reduced echelon form, partial fractions, two variable inequalities, linear programming, conics, polar equations of conics, translation and rotation of axes, three-dimensional Cartesian coordinates, permutations, combinations, binomial theorem, probability & statistics, arithmetic & geometric sequences and series, and an introduction to differentiation and integration.

Prerequisite: Precalculus A.

Calculators: A graphing calculator such as the TI-83plus is required.

Texts: *Algebra 2, Integration, Application, Connections*, Glencoe, by Foster, Winters, et. al, copyright 1998

**PHYSICS A** Prerequisite: Algebra 2B. This is the first course in a two block non calculus based Physics class. Topics include the following: displacement, velocity, acceleration, projective motion, Newton's first & second laws, friction, work, conservation of momentum, rotational motion, torque, fluid dynamics, buoyancy, and Bernoulli's' Equation. The course uses a succession of labs and stresses the scientific method to derive the basic equations of motion, and then uses problems to develop problems solving techniques.

Calculators: A scientific calculator with sin, cos, tan, square root, and exponential capabilities is required. A graphing calculator such as the TI-83plus is recommended.

Text: *Physics*, Holt, by Serway & Faughn, copyright 1999

**PHYSICS B** Prerequisite: Algebra 2B. This is the second course in a two-block non-calculus based Physics class. Topics include the following:, heat transfer, thermodynamics, entropy, waves, characteristics of sound waves, properties of light, electricity, magnetism, charge, capacitance, inductance, resistance, and electric & magnetic fields. The course uses a succession of labs to derive the basic equations of for electricity

Calculators: A scientific calculator with sin, cos, tan, square root, and exponential capabilities is required. A graphing calculator such as the TI-83plus is recommended.

Text: *Physics*, Holt, by Serway & Faughn, copyright 1999

## **SCIENCE PROGRAM**

### ***Introduction***

The science program at Montana Academy requires 2 credits for non college bound students (laboratory supported classes strongly recommended) and 3 credits for college bound students Where the latter is concerned, 2 of the 3 classes required need to be in laboratory supported classes.

Biology A-B is required of all students and successful completion earns 1.00 hours. College-bound students are further required to complete either the Chemistry or Physics series. Non college-bound students are encouraged to choose either the Chemistry or Physics series, but can satisfy their lab and overall requirements by choosing among additional courses. Advanced Placement Biology is offered for those students desiring additional challenges in the life sciences. Some college programs list Physics or Earth Science as a required subject along with Biology. In this case, Chemistry becomes an elective. (*Please note: Physics is listed with the mathematics courses.*) In all cases students should be aware of the particular requirements of their prospective colleges and work with their team teachers to see that these are satisfied.

### **Science Class Offerings**

<b>Class</b>	<b>Credit Hours</b>	<b>Non College Bound Students</b>	<b>College Bound Students</b>
*Biology A + B	1.0	Required	Required
*Chemistry A + B	1.0	Elective	Required (can substitute Physics A+B)
*Physical Science A + B	1.0	Elective	Not Recommended
*Advanced Placement Biology A + B	1.0	Elective	Elective
*Earth Science A + B	1.0	Elective	Elective
*Anatomy and Physiology	0.5	Elective	Elective
*Microbiology	0.5	Elective	Elective
*Oceanography	0.25	Elective	Elective
*Marine Biology	0.25	Elective	Elective
Field Biology	0.5	Elective	Elective
Astronomy	0.5	Elective	Elective
*Forensics	0.25	Elective	Elective
Health Science	0.5	Required	Required

\*Indicates laboratory-supported class.

### **(See Flow Chart for Science Prerequisites)**

**PHYSICAL SCIENCE A:** Physical Science A is the first of a two block course designed to acquaint students with basic chemistry. As it is a class for non-majors, the curriculum is set at the 9<sup>th</sup> and 10<sup>th</sup> grade level and only a minimal level of mathematics is required. The class primarily serves those students who require additional elective credits in the sciences but lack the requirements and/or background to enroll in core chemistry or physics. Successful completion of this course earns students a 0.5 credit in a laboratory science.

Physical Science A teaches the nature of science as an exploratory methodology using fundamental chemistry as its tools. Historical chemistry concentrates on the development of experimental models and theories over time. Students then discuss the atomic model and it's relevance to modern observations and events. The synthesis of compounds and chemical mixtures is demonstrated in a laboratory setting. The chemistry underlying terrestrial geology and extra-terrestrial bodies, such as the creation of stars, is presented against a background of current events in these fields. Students explore marine systems, fresh water chemistry, and terrestrial ecology and examine how they fit into the chemical model. As with all lab courses, students keep detailed laboratory notebooks and organize the information into formal laboratory reports. Students write essays to demonstrate their knowledge of basic chemical theory and some aspect of current chemical research. They will demonstrate how to develop testable questions and to design appropriate laboratory tests. Students

also apply their classroom lessons to real world situations (for instance, students will evaluate for credit how well a typical evening news report explains some aspect of the science of chemistry).

**PHYSICAL SCIENCE B:** Physical Science B is the second of a two block course designed to acquaint students with basic physics. As it is a class for non-majors, the curriculum is set at the 9<sup>th</sup> and 10<sup>th</sup> grade level and only a minimal level of mathematics is required. The class primarily serves those students who require additional elective credits in the sciences but lack the requirements and/or background to enroll in core chemistry or physics. Successful completion of this course earns students a 0.5 credit in a laboratory science. Physical Science B Begins an examination of the physical world through the basic laws of motion as set down by Newton. Students will learn to quantify their observations through the use of basic mathematics. Hands-on laboratories will demonstrate how the forces of speed, acceleration, and mass are interrelated. Real-world situations will be extrapolated to include extra terrestrial events. Students will understand how laboratory demonstrations can be applied toward the movements of stars and planets. Simple machines will be constructed and their efficiencies tested. A study of thermodynamics will introduce a section on fossil fuels and the generation of electricity. Waves and wave properties will be demonstrated through an examination of music, light, and the full electromagnetic spectrum. The course will culminate with a look at optics and will include laboratories demonstrating the usages of microscopes and telescopes.

**BIOLOGY A and B:** The biology series is a two block course designed to introduce students to the fundamental concepts of modern biological science. The class satisfies one of the core lab sciences required by most colleges and is suitable for 9<sup>th</sup> up through 12<sup>th</sup> grade. No preliminary courses are required. This class emphasizes the investigative nature of science; how to approach a problem; how to design an experiment to answer a given question and how to collect objective data. Applications of the scientific method are demonstrated across curriculum boundaries, into the arts, literature, engineering, and other fields. In order to account for the multiple intelligences displayed in any classroom, material is presented in varied forms. Lectures are supplemented with visual material and animated videos of biochemical processes. Hands-on lab activities emphasize the concepts presented in the text. Students make use of the learning aids found in textbooks and transform the information into essays, drawings, and concept maps. Students develop and in-depth familiarity with selected sections of the curriculum and take on the responsibility for teaching that material to their peers.

**Biology A:**

This course begins at the atomic level with a study of basic chemistry, carbon compounds, and chemical reactions. The cell is introduced in terms of anatomical structure and function in both plants and animals. A study of photosynthesis is followed by cellular respiration, cell growth, and division. An introduction to genetics precedes the structure and synthesis of DNA, RNA, and proteins. The block finishes with an overview of genetic engineering and the human genome.

**Biology B:**

This course introduces Darwinian evolution as the single central principal unifying the life sciences. Students examine the history of biology with an eye toward understanding the progression of thought from the classical Greek approach through the modern evolutionary synthesis. Evolutionary principals are expanded to explain the diversity of populations and the process of speciation. The fossil record serves as a basis for the study of the history of life on this planet and introduces basic taxonomic classification. Life's 5 kingdoms are broached with the study of viruses, bacteria, single-celled organisms, plant anatomy and physiology.

**FIELD BIOLOGY:** This is an upper division course taught before an annual, ecologically-based field trip sponsored by the Montana Academy. Students who have fulfilled the academic prerequisites (minimum of 1 credit hour in biology or biology related course work) can enroll in this intensive, 1 block class culminating in a 10 to 12 day, real world experience. Previous classes have studied rain forest ecology in Ecuador and the marine and terrestrial ecosystems of Alaska.

Students spend the first portion of the class in a study of life science field techniques, including the hows and wheres of writing research papers. Topics include population biology, ecology, systematics, community

structure and succession. Classroom lectures and overnight essays are punctuated by frequent field trips to some unique local habitats. The school's location in the Pleasant Valley places it near the Lost Prairie Wildlife Refuge, an 8 thousand acre stand of forest, prairie, and grazing land. Residents there include bear, bobcat, cougar, moose, elk, and dozens of other species often visible from the roadway. Academy students make use of this area in order to sharpen their field observation techniques.

Students complete individual research projects on some aspect of Montana's ecology. They design projects and collect data during the first 6 six weeks of class. Draft copies of their work are submitted for review by the instructor and their peers. Final drafts are due prior to departure on the culminating field trip. All students keep daily journals during the trip which become a permanent part of the Montana Academy archives.

**CHEMISTRY A and B** The chemistry series is a 2 block course stressing a hands-on-minds-on approach to theoretical and analytical chemistry. Lectures are supplemented by classroom demonstrations, video presentations, and computer animations, all designed to exploit the various learning styles found in the age/ability-mixed classroom. Core information is presented, whenever possible, against a background of historical perspective. The student learns to appreciate not only the scientific advancements but also the people involved in that pursuit. The class blends the naturalistic side of the study of chemistry with the human elements involved and uses this approach to stimulate student interest. Students develop familiarity with some basic computer programs including, Microsoft Word, and Excel which they use to analyze data generated during weekly labs and to complete formal laboratory reports. Laboratory notebooks/journals are required and serve as another means of transforming information into more familiar forms. Students select topics they find particularly interesting, research these topics, and produce formal essays and classroom presentations.

#### **Chemistry A**

Opens with an examination of what science is and how it works. The study of matter is introduced (elements, compounds, chemical reactions) and leads to modern quantified analysis. Mathematical conversions as they relate to chemical concepts precedes a unit on atomic structure. The class examines the structure of the periodic table and the related concepts of ions, isotopes, atomic bonding, chemical formulas and formula names. Students then move into a study of chemical reactions, chemical solutions, and stoichiometry. They examine the nature of solids, liquids, and gases, and these changes of physical state. Block A usually culminates with an introduction to thermo chemistry.

**Chemistry B.** Begins with the behavior of gases and the ideal gas laws. Various models of the atom are presented in their historical context and are used to introduce some basic quantum mechanics, chemical classification, and periodicity. Chemical bonding (ionic and covalent) are examined in some depth. The nature of water and aqueous systems precedes a unit on chemical solutions. Students move into the study of reaction rates, equilibrium, acids and bases, and redox reactions. As time permits the class might move into some basic organic and nuclear chemistry.

#### **ADVANCED PLACEMENT BIOLOGY A and B**

Advanced Placement Biology is a 2 block, college-level course designed around the curriculum detailed at AP Central (<http://apcentral.collegeboard.com>). Specifically, the class prepares students for the national A. P. exam given each May. Successful passage of the exam grants students college credit in basic biology. The course is suitable for students in grades 11 through 12 with a background in high school biology and chemistry. Regular testing, using a similar format to the national A. P. exam, helps students prepare for the AP exam and develops test-taking skills. Students complete weekly essays on various aspects of the life sciences in order to demonstrate their budding understanding.

As with all A.P. classes it is expected that the student will understand that they are enrolled in an advanced studies course with all of the associated expectations. Homework loads will be heavier and laboratories more in-depth. The pace of the class will be faster and the level of detail well beyond what the average high school student is accustomed. A.P. Biology students should strongly consider limiting their enrollment to two full-scale academic classes during the blocks this course will run.

**AP Biology A**

The course begins with an examination of life at the biochemical level. The atomic structure of the atom is revealed and its properties are examined. Students apply this knowledge to an understanding of chemical bonding and subsequent molecular structures. Organic chemistry is introduced and expanded into the study of macromolecules (carbohydrates, lipids, proteins, nucleic acids). Students explore chemical reactions in order to understand the workings of enzymes, coenzymes, and cofactors. They study rates of chemical activity and regulation as they apply toward the maintenance of organic beings.

The course continues with a study of molecular genetics. DNA structure and replication in eukaryotes is introduced and tied to RNA transcription, editing, and translation. The regulation of gene expression is detailed and tied to the process of genetic evolution. Recombinant DNA, cloning, hybridization, and sequencing introduces the student to modern genetic research. Meiosis is used to explain inheritance patterns (chromosomes, genes, alleles) as well as genetic defects.

**AP Biology B**

Students learn about the process of evolution along with supporting fossil, genetic, and phylogenetic evidence. They study evolving populations and the factors that influence gene frequency. Students also examine speciation and adaptive radiation in terms of classic Darwinian gradualism and punctuated equilibrium. The course details the 5 Kingdom system of phylogenetic classification (Monera, Protista, Fungi, Plants, Animals). Students examine the physiology, anatomy, evolutionary relationships, reproduction, behavior, and interrelationship across kingdom lines. The study of ecology is introduced with population dynamics, biotic potential, and limiting factors. Community dynamics includes energy flow, productivity, succession and a study of biomes.

**ANATOMY AND PHYSIOLOGY** This intensive 12 week laboratory course acquaints students with the basic principals of human anatomy and physiology at the micro and macroscopic levels. It begins with a study of cellular respiration and moves through tissue and organ level placements and functions. Students make extensive use of both computer animations and preserved laboratory specimens as they familiarize themselves with the mammalian system. Using a hands-on approach, students gradually find their way through the skeletal, muscular, nervous, digestive, endocrine, and circulatory systems of representative laboratory specimens. Students learn the effects of illicit drug use by handling and classifying diseased tissue. They take detailed, organized notes and maintain an up-to-date lab manual. The lab manual follows the format used in most college-level laboratory classes. Students are evaluated through written tests, essays, and laboratory practicum.

**MICROBIOLOGY** This is a 12 week laboratory course designed as an introduction to the microbial world. Extensive hands-on work with some of the major species of laboratory cultivated bacteria, yeast, and fungi demonstrates how science studies things it cannot see. Students grow, isolate, stain, and develop an understanding of how microorganisms form an integral part of the environment, how pathogenic bacteria can spread through a population, and how antibiotics and other drugs work against these invaders. Students keep detailed laboratory notebooks including sketches, written descriptions, and organized data entries which will prepare them for the rigors of college-level laboratory classes. Class work includes an overview of the history of microbial research, from the discovery of "animalcules" to the works of Jenner, Pasteur, and others. A forensics-style approach demonstrates to students how researchers gradually discerned the presence of unseen, but deadly, life forms and apply the scientific method to learn about them. A study of modern research includes some of the advancements made in the biopharmaceutical and environmental industries such as the development of bacterial DNA implants and genetically modified foods and medicines. As schedules permit, students will design and conduct individual research projects on some aspect of microbial research. The data they generate will be used to write a formal paper using professional format and presentation graphics.

**MARINE BIOLOGY** This is a mid-level, laboratory course designed to expose the students to some college-level curriculum and laboratory expectations. An intensive classroom approach to the subject material compliments regular laboratories where students develop and perfect their organizational skills. The course includes a strong emphasis toward the development of observational skills, deductive and inductive reasoning,

and an appreciation for quantitative analysis. The content overviews the history of oceanographic research beginning with the submersible glass ball of Alexander the Great. Students learn about the scientific, recreational, and political side of marine research in order to develop an appreciation for the many aspects of the marine environment. Student evaluations include a demonstrated competence in laboratory procedures and reports, knowledge of the subject matter, and the completion of an individual research project.

**ASTRONOMY** This upper division laboratory course serves students who have either completed the core science curriculum and require additional upper division classes or who simply want an academic challenge. The course opens with an outline of historical astronomy beginning with the earliest records of astronomical observations, applications, and mythologies among early peoples. Primitive and modern astronomical devices are covered from ancient Mayan calendars, to Stonehenge, to radio telescopes. Students study geometry as it relates to stellar distance and location. They also learn about the nature of gravity including the orbital motions of celestial bodies, the formation of planets, stars, galaxies, the effects of planetary moons, changes of seasons and oceanic ties within a background of current events. Basic chemistry as it relates to celestial processes is covered within the study of stars and heavy-element formation. Students learn how to classify stars as to size, temperature, and life expectancy. They also study celestial phenomenon such as quasars, neutron stars, and cosmic ray bursts as well as planets as the location, size, chemical make-up, and probable origin of each planet within our solar system. A portion of the unit is devoted to space exploration including early earth orbiters, the moon landing, deep space probes, and planetary rovers. The course culminates with an extended look at our own planet and its place in the galaxy.

Students spend a number of evenings out of doors observing the visible stars, constellations, planets, and other celestial bodies. They learn about basic celestial navigation and to use the positions of these bodies to judge the time of year. Students learn the use of telescopes, binoculars, and star charts.

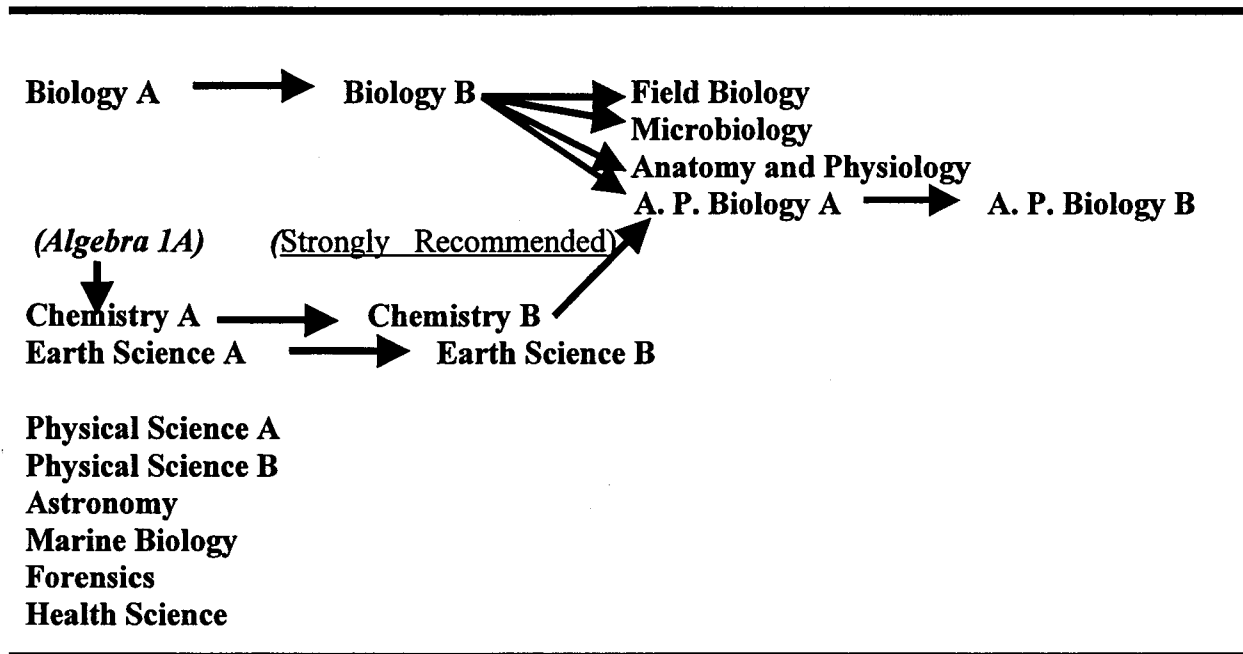
In addition to traditional tests and quizzes, students do research to complete in-depth essays concerning certain aspects of the course material. Students present their research with accompanying visual aids. Students are also evaluated on their knowledge of the local heavens, their use of star charts, telescopes and on class participation.

**FORENSICS** Forensic analysis is usually associated with criminology, but in the classroom it provides an unparalleled means for teaching observational skills and deductive reasoning. Students learn to note and apply the subtle clues upon which so much of science relies. The class is taught at an 11-12 grade level but can be suitable for younger, self-motivated students. The class is presented against a background of historical criminal cases in order to demonstrate the evolution of forensic science over time. Individual methodologies and analyses are clarified (footprints, fingerprints, blood type, DNA, etc.). Where possible, students apply modern tools to unsolved cases and compare individual results. Students are presented with a hypothetical case and graded on how well they apply their new-found knowledge. Surrounded by undeveloped nature, the Montana Academy campus offers an excellent field experience in which to train one's observational skills. Animal tracks and pathways abound in the surrounding woods and fields. The remains of predator kills are common. Migrating animals leave marks as to their passage. Students use clues like these to reconstruct past events, much like the criminal detective reconstructs a crime scene, and they spend substantial amounts of class time learning to read these events. The science of paleontology also figures into the curriculum. Bone detectives use clues found on the skeletons of extinct animals in order to reconstruct an animal's life history and these skills can be applied in a modern forensic approach toward criminology.

**HEALTH SCIENCE** Health Science is an eight-week health course with an Anatomy & Physiology emphasis for those students requiring science or health credit. The primary purpose of this course is to demonstrate that good health can greatly improve the quality of our lives. This course provides the information and tools necessary to help students make healthier lifestyle choices and become more physically fit. The course covers five major units: (1) Physical Fitness; (2) Digestion, Nutrition, & Weight Management; (3) the Immune System & Disease; (4) Stress Management; and (5) Drugs & The Nervous System. The course begins with an overview of teen risk behaviors and an assessment of student health. Students use this assessment to set three personal health goals for the block and create a fitness plan to achieve these goals. Students keep a personal health

journal and write a number of position papers based upon class notes, magazine articles, videos, and classroom discussions.

### Flow Chart for Science Prerequisites



### PHYSICAL EDUCATION PROGRAM

#### Sports and Fitness

The Afternoon Sports and Fitness course is an intramural program designed to engage all students in well directed physical activity. Throughout the year, the activities vary. These variations occur in several ways: Co-ed teams compete against each other, or male and female groups work out separately. Typically, students sign up for the wide range of activities offered from week to week. The schedule runs from 4:00 PM immediately after experientials have ended and runs to 5:25 PM on Mondays, Wednesdays, and Fridays. On Tuesdays and Thursdays, additional time, called extended time experientials, allows for activities such as equestrian or fly fishing. One major role of this program is to provide a varied and enriching array of healthy activities that increase stamina and interest in staying in shape. For those students not in an extended experiential on Tuesdays and Thursdays, have options for different activities: competitive team sports, Capture the Flag, Basketball Knock-Out, Ultimate Frisbee, Doctor-Doctor, Kickball, and World Cup. (For a description of our Health course, please see the Science Program section.)

### LEADERSHIP AND FACULTY QUALIFICATIONS

#### Carol Santa: Director of Education and Owner of Montana Academy

Ph.D. in Educational Psychology with emphasis in reading, teacher, curriculum director, college professor, author of over fifty professional publications, author of Pegasus, a K-6 elementary reading program, developer of Project CRISS, a professional development program for teachers designed to improve student learning across the curriculum

#### Philip O. Jones: Academic Dean and Language Arts, Social Studies Instructor

BA, English, History and Political Science; MA English Literature, University of Montana; twenty two years of teaching experience on both the high school and college level (University of Montana and University of Maryland) including fourteen years teaching overseas in private college preparatory schools and eight years teaching at Montana Academy; Certification: English, History and Political Science.



**Connie L. Jones: Registrar, Librarian, Study Hall Monitor** BS Elementary Education K-8; BS Special Education K-12; Eastern Montana College; Graduate work University of Montana; thirty years of teaching experience, K-8 Teacher, K-12 Guidance Counselor, K-12 Learning Specialist, including fourteen years teaching overseas in private college preparatory schools; Certification: Special Education K-12, and Elementary Education.

**Jason A. Rasco: Dean of Students and English Instructor**

BA English Adolescence Education, SUNY Plattsburgh; seven years combined English teaching experience for Milton Jr./Sr. High School, Milton, VT, Rattlesnake Middle School, Missoula, and Montana Academy; seven years coaching experience in Montana and Vermont; Certification: Level II: Professional Educator's License.

**Lya Hardwicke: Spanish and French Language Instructor**

BA Universidad Javeriana, Bogota, Colombia, South America; twenty years of experience at Head Royce School in Oakland, California and Montana Academy; Language Studies, University of Lausanne, Lausanne, Switzerland; French and Spanish Interpreter, United States Mission to the U.N. Geneva, Switzerland; Assistant to Commercial Attaché, Colombian Embassy, Paris, France.

**Deidre Heaton: Music Teacher and Choral Director**

BA Music Education K-12: University of Montana, Missoula, University of Maine; Newest addition to the Montana Academy teaching staff; Eleven years experience as a singer/songwriter/performer throughout the northwestern states and Maine; Volunteer experience working with VSA Arts Choir of Missoula, a choir for mentally disabled people of all ages.

**Jennifer A. Stone: Visual Arts Instructor and Program Director of Horsemanship.**

BA Art Education: Colorado State University, Boise State University; Twenty years of teaching Visual Art, Journalism, and Aerobics at the Jr. High and predominantly the High School level in the state of Idaho; two years teaching experience at Montana Academy; Certification: Idaho and Montana in Art and Home-Economics.

**Timothy R. Price: Mathematics and Physics Instructor**

BS Electrical Engineering, Walla Walla College, Professional Engineer; MEd, Western Washington University; thirteen years experience in engineering and three years experience teaching high school level math and physics; Certification: Mathematics, Physics

**Richard M. Stern: Social Studies Instructor**

BA Psychology, University of California; M.S. Environmental Studies, M.Ed. Curriculum Studies, University of Montana; One year of high school teaching experience (Missoula County Public Schools); Certification: Comprehensive Social Studies (History, Political Science, Geography, Economics and Psychology)

**Jack C. Ceserone: Science Instructor**

BA Biology (Marine Fisheries Emphasis), Western Washington University; M.Ed. Western Washington University; fifteen years researching marine mammals and fisheries concerns in Washington and Alaska with the National Oceanic and Atmospheric Administration; three years teaching at Montana Academy; Certification: Biology and General Science.

## Policy Statement

### *Medical Insurance, CPT Codes and 3<sup>rd</sup> Party Payers*

#### Policy

Academy staff are not permitted to discuss authorizations, denials or appeals with insurance companies, managed care firms or school boards. Montana Academy prepares, at the time of enrollment, a formal clinical formulation. Clinicians file monthly treatment summaries, which parents may request we provide to any responsible person. Montana Academy has no objection to parents tracking therapy hours to make lists of them to file for reimbursement, but we do not document services in this way, because we have no interest in documenting our clinical work according to particular encounters.

Parents who wish to secure psycho-educational or psychological testing or a formal opinion or report for insurance purposes or to support a lawsuit with a school board or for any other extraneous, official purpose should hire an independent consultant to provide such testing or reports. Such reports or testimony are *not* burdens properly placed upon MA clinicians. MA will cooperate with a consultant's review of the case and independent reporting, so long as that process is kept clear of the operative field, where our staff are treating and managing students, and trying to concentrate upon what they are doing, and so long as MA students are not made to feel that such reports or reviews throw their full treatment into doubt.

If parents propose to finance Montana Academy by means of medical insurance or school board reimbursement or by means of a law suit or other pending or uncertain funding, which may affect treatment or any expectation that MA staff will be involved, this must be part of the admissions discussion.

#### Rationale

Montana Academy is a therapeutic residential *school*. It is not a medical facility, a hospital or clinic. Its approach to global adolescent problems (school, family, social and personal) is comprehensive, involving academic, psychodynamic, family systems, substance abuse, behavioral, psycho-educational, pharmacological, medical and milieu interventions. Our students do not benefit merely from an hour of psychotherapy, but from a complex culture in which various therapies are imbedded. Accordingly, as a matter of policy, the Academy bundles common costs shared by all students and charges a monthly *tuition*.

Although this monthly charge covers various regularly-scheduled therapies, we do *not* unbundle that tuition. We do not keep records of specific services, document every encounter between staff and student, or bill for specific services—except when services are exceptional, and *not* used equally by all students.<sup>1</sup> As a courtesy we provide parents a formal letter which allocates tuition among: (a) therapeutic programming, including the calculated influence of the therapeutic milieu; (b) room, board and supervision; and (c)

education. That summary letter provides coding for the DSM-IV diagnoses each student arrives with, not a new diagnostic work-up, and only rarely do we repeat prior psychological or educational testing. That summary lists CPT codes for regular services embedded in the Academy's comprehensive program. On the strength of this description, parents have negotiated partial reimbursement from reasonable medical insurance companies, and have used it to document claims for tax deductions.

However, this is as far as we go. Some parents, filing insurance claims, ignorant of what it means to us, request a new breakdown of billing to specify formal charges for individual, group and family therapy sessions, dates of service and CPT codes. However, if we billed in this way, our staff would have to spend hours of their time documenting each "service." And next insurance companies demand that our staff talk on the phone to HMO or managed care company "reviewers," or testify at school board hearings, so as to secure "authorization" for treatment payers claim a right to "deny" in the absence of this ongoing debate. Other parents ask for medical "reports," or more "documentation" of services, hoping that, somehow, without this intrusive involvement, insurance companies or school boards may reimburse some of the tuition. These requests we must firmly turn down.

There is a powerful reason for this quarantine boundary between Academy staff and presumptuous third party payers. It is: to protect the clinical work we do. The Academy's board, whose members have a bitterly-accumulated century of experience with third-party payers, makes it our policy *not* to unbundle tuition charges, *not* to bill for specific services and *not* to track and document every staff-student encounter. To ask that we do this is not merely to inconvenience a bookkeeper or to add to our costs—it is not for these minor reasons that we resist. It is to ask that we undo a firm policy—that we do not get involved with "managed care" providers, nor do we time or energy to justify the care we provide. We will not do it, so please do not ask.

Accordingly, the Academy staff are not permitted to discuss authorizations, denials or appeals with insurance companies, managed care firms or school boards. Montana Academy parents have a right to struggle with insurance vendors or school boards, to try to get them to pay. For parents have signed contracts with those carriers. Parents have acquiesced in those intrusive policies, have paid the premiums or their taxes; and believe they have a right to reimbursement. But MA has no contract with these payers. We would not sign such an agreement with an insurance company. And we do not agree to serve as some parents' agents or advocates. In sum, we do not wish to be involved directly in any struggle over medical insurance or school board authorization for payment.

The reason is simple. We refuse to be "managed." To acquiesce in an insurance company's attempt to control our work or a school board's bid to "authorize" the care we provide is to give up control over the work we do. We do not agree to give up this control, and we think any involvement in this process taints our independent judgment. We will be accountable to parents—and no one else.

The reason is: this arduous clinical work cannot be done with success if there is any suspense about whether that work will continue from start to finish. We require parents to commit to complete the program before we start simply because no student can be expected to do the painful emotional work we ask of them in a context from which, for any reason, he "might" get "pulled." To submit to the entirely-pecuniary judgment of

third parties puts our work together into jeopardy. It doesn't just inconvenience our work together, or cost us paperwork, or time, or stomach-acid. The very terms of this "managed" care makes that care impossible to deliver.

Finally, there is no way to satisfy third parties. They intrude, waste time and energy, refuse to authorize, deny, lose records, require appeals, demand more records, require inspections of this or that. We have years of experience with this process, which always becomes an invidious distraction. Inevitably it disrupts the concentrated mind it takes to do this work. So, if we permit managed care minions to intrude into clinical decision-making, we simply give up the quality of the work we do—and we might as well shut down the school. Once we permit a "reviewer" to intrude into our work, or let "appeals" or "hearings" or "reporting," or "authorizations" preoccupy our staff, the Academy's work will deteriorate precisely like the operations of a surgeon with "crabs." Once caught in this predicament, he faces an impossible choice: to scratch, or try to concentrate on the task despite the itching. The result is sure. He can do the one, or he can do the other, but he can't do both. And he will do neither one well.

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All this said, Montana Academy has no objection if parents track therapy hours and file them for reimbursement with their own insurance companies. But we do not track our services in this way or document our work according to specific encounters. We take no responsibility for such claims or their pecuniary results.

Parents who wish to provide a compelling official diagnosis, different from those that arrive at MA with sons or daughters, or who want formal reports to bolster a case for insurance or school board reimbursement, must hire an independent clinician to review the record and offer a formal report for an insurance company. This is acceptable so long as that process is kept clear of the operative field, where our staff try to concentrate on what they are doing, and MA students are not made to feel that reviews cast doubt upon their tenure at the Academy.

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<sup>i</sup> These services not shared equally by all students, get billed separately, e.g., shuttles into town for medical/dental appointments, trips to the airport, optional inter-block excursions, and pharmacy costs, which Montana Academy fronts for parents out of courtesy and rebills. Pharmacology consultations with Dr. Malinak are also billed separately, as a part of his private practice, because not all students need this service. All these services get billed separately, broken out by date and CPT billing codes, so that parents can seek reimbursement.



## Financial Agreement

In submitting this application the undersigned agree(s) that, in the event this student is enrolled at Montana Academy, the undersigned accepts responsibility for timely payment of tuition and other billed charges. These might include, for this student, reimbursement of pharmacy costs the Academy may advance to rapid filling of prescriptions, charges for extra psychotherapy (if this prescription were indicated, and mutually agreed upon), medication management through Dr. McKinnon's office, which some students need, prompt replenishment of this student's Allowance & Activities account, or transportation costs for medical appointments, when special, individual transport arrangements are required. I/We understand the Academy bill for tuition early in the prior month and that, for any given month, *tuition is due before the 1st of the month*, e.g., October tuition is to due by October 1.

Payments will be considered delinquent if not received according to the above schedule. Montana Academy retains the right to apply late charges to delinquent payments. Late charges will be incurred at the periodic rate of 1 1/2% per month or at an annual rate of 18%.

I/We understand the \$1000 enrollment fee is a one-time charge to cover processing of the application, initial school supplies, textbooks, linen and bedding and equipage beyond the standard clothing list and wilderness gear. I/We also agree to pay both first and last months of tuition, as well as a prorated fee for the month of entry, at the time of the student's enrollment. In the event that parents or guardians choose to withdraw the student without 30 days written notice prior to the completion of the program the last month's tuition will be forfeit.

Signed: \_\_\_\_\_ Relation to Student: \_\_\_\_\_ Date \_\_\_\_\_  
*(signature)*

Please Print Name: \_\_\_\_\_  
*(print)*

Signed: \_\_\_\_\_ Relation to Student: \_\_\_\_\_ Date \_\_\_\_\_  
*(signature)*

Please Print Name: \_\_\_\_\_  
*(print)*

## More Information

In case the Admissions Director or Medical Director need more information, please tell us whom we would best call, where best to reach that person, and what days and times of day promise to be convenient.

Call: \_\_\_\_\_ @ ( ) \_\_\_\_\_ (daytime) on \_\_\_\_\_ .

Call: \_\_\_\_\_ @ ( ) \_\_\_\_\_ (evenings) on \_\_\_\_\_ .



28 W. California  
Kalispell, MT 59901

**Policy regarding payment of fees in cases of parental divorce:**

We have found that it is not uncommon for both schools and divorced parents to experience lack of clarity concerning payment of bills. For this reason we request that both parents sign this form establishing who is financially responsible for what amount of the total tuition:

**Father:**

**Mother:**

Amount of tuition: \_\_\_\_\_

Amount of tuition: \_\_\_\_\_

Total: \$6,250 per month

**Father:**

**Mother:**

Percentage: \_\_\_\_\_

Percentage: \_\_\_\_\_

Pharmacy and transportation charges:

Signature \_\_\_\_\_ Signature \_\_\_\_\_

Date \_\_\_\_\_ Date \_\_\_\_\_

**Montana Academy**  
**NOTICE OF PRIVACY PRACTICES**  
**FOR PROTECTED HEALTH INFORMATION**

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**I have been given a copy of the Notice of Use of Private Health Information and have had a chance to ask questions about how my personal health information will be used. I know that I can contact the Privacy Official at (406)858-2339 if I have further concerns.**

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**Name of Student**

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**Signature of Parent/Guardian**

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**Date**

## NOTICE OF USE OF PRIVATE HEALTH INFORMATION

Effective date February 18, 2004

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<b>For Your Protection</b>	THIS NOTICE DESCRIBES HOW MEDICAL INFORMATION ABOUT YOU MAY BE USED AND DISCLOSED AND HOW YOU CAN GET ACCESS TO THIS INFORMATION. PLEASE REVIEW IT CAREFULLY. When we use the word "you" or "your" below, it can mean the parent(s) or the student receiving services from Montana Academy. We are required by law to maintain the privacy of protected health information and to provide you with notice of our privacy practices.
<b>Who Sees and Shares My Medical Information?</b>	Your private medical information may be used by healthcare providers who take care of you. This may cover healthcare you had before now, or may have later on. Specifically, we share your medical information with physicians or other healthcare providers who may provide supplementary treatment for you, and your educational consultant who will monitor your treatment so that he/she may make future treatment referrals and placements. We also use your healthcare information for healthcare operations, meaning activities that relate to the performance and operation of Montana Academy. Examples of health care operations are quality assessment and improvement activities, business-related matters such as audits and administrative services, and case management and care coordination. You have the right to request, in writing, restrictions on these disclosures of health information, however we do not have to agree to the restriction.
<b>How is Billing handled ?</b>	We will provide a monthly bill for services rendered by our staff. We also provide a description of the type of services provided and a breakdown of tuition with appropriate CPT codes. We do not provide an hourly accounting of services as this is a milieu treatment and it is not possible to track each contact with your child. You are responsible for payment of the bill to Montana Academy. We will not bill directly to insurance companies or third party payors, nor will we allow insurance or managed care companies to determine or authorize treatment. We also will not submit health care records to insurance companies or third party payors without specific authorization from you. You may of course, submit bills to your insurance company and they might or might not pay for a portion of treatment.
<b>May I See My Medical Information?</b>	You are allowed to see your medical information unless it is the private notes taken by a mental health provider, is part of a legal case, or if we decide it would be harmful for you to see the information. Most of the time you can receive a copy if you ask. You may be charged a small amount for the copying costs. If you think some of the information is wrong, you may ask in writing that it be changed or new information be added. We reserve the right to accept or reject your suggestions for changes of your health care information. You may ask that the changes be sent to others who have received your health information from us. You can get a list of where your medical information has been sent, unless it was sent as part of providing health care for you, to be sure that you received quality care, or to make sure the laws are being followed. You may also request that you receive confidential communications



at alternative locations, for example if you do not want Montana Academy to call your workplace you can give us an alternative way to contact you.

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**What if My Medical Information Needs to Go Somewhere Else?** You will be asked to sign a separate form, called an authorization form, allowing your medical information to be sent somewhere else. This would be used if Montana Academy needs to send information to another place (aside from another healthcare provider or educational consultant for your health care) or if you want us to send information to another person or healthcare provider for you. The form tells us what, where and to whom this information must be sent. Your authorization is good for 6 months or until the date you put on the form (not more than thirty months). You can cancel or limit the amount of information sent at any time by letting us know in writing.

**Note:** If you are less than 18 years old, your parents or guardians will receive your medical information, **unless, by law, you are able to consent for your own healthcare.** If you are, then it will not be shared with them unless you sign an authorization form.

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**Could My Medical Information Be Released Without My Authorization?** We follow laws that tell us when we have to share medical information, even if you do not sign an authorization form. We always report:

- 1 contagious diseases;
- 2 reactions and problems with medicines;
- 3 to the police when required by law or when the courts order us to;
- 4 to government regulatory agencies that review how our programs are working;
- 5 to a provider or insurance company who needs to know if you are enrolled in our program;
- 6 suspected child or elderly abuse or neglect;
- 7 serious threats to the health or safety of you or someone else;
- 8 birth, death and immunization information;
- 9 to the federal government when they are investigating something important to protect our country, the President and other government workers.

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**May I Have A Copy of This Notice?** This notice is yours. If anything changes, a new one will be sent to the email address that you have left on file with us. We will abide by the notice that is currently in effect. If you have questions about this notice, please ask the person who gave or sent it to you. If this person cannot answer your questions, call our Privacy Official at (406)858-2339.

You can also complain to the federal government Secretary of Health and Human Services by writing to 200 Independence Ave. SW, Washington, DC 20201. This needs to be done within 180 days of when the problem happened. You can also complain to the Office for Civil Rights by calling 866-627-7748.

**Your care will not be affected by a complaint made to our Privacy Official or to the Secretary of Health and Human Services.**

JHN-31-200B ILE 11:52 AM MONTANA ACADEMY

FXK NO. 400 155 3150

F. 01/01

