



Family Handbook



Version 4.4

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Emergency On Call Phone: 864.710.2964
(This number is to only be used in the case of an actual emergency.)

Student E-mail: student@whetstoneacademy.com
(Please put student's name in the subject line)

Quick Guide to the Whetstone Academy Team

(Please cc primary therapist when communicating with staff)

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Introduction

This section is intended to familiarize you with general information about Whetstone Academy.



Welcome

It is my pleasure to welcome you to the Whetstone Family! Our small therapeutic boarding school provides a family-like atmosphere located on a working farm. Our research-based clinical approach, *Wheel of Success*, is the relationship-based program model, which complements our challenging experiential college preparatory curriculum that paved the road to success for our students in grades 5-9 at time of admission.

It is our goal to educate the whole child. We believe that throughout every day there are teachable moments. We teach our students not only in the classroom and farm, but also at every opportunity. In building and sustaining our community, we inculcate skills in self-management and affective modulation, which are crucial to successful social, emotional, behavioral and academic skills acquisition. Ultimately, these skills are the vehicles by which optimal success is reached through your child's participation in the *Wheel of Success*.

Our curriculum weaves pragmatic social, emotional, behavioral and academic skills building into an enriched life experience. Whetstone Academy is an environment where all staff members consistently reinforce positive, appropriate communication and interaction; thus, providing a strong relationship-based approach.

This handbook has been designed to serve as a resource for you while your child attends Whetstone Academy. The material included has been compiled to provide an understanding of the general philosophy and foundational components that make Whetstone Academy a unique environment for educating young men. Practical information regarding community life, academic and therapy have been outlined to assist you in supporting your child for the duration of their stay.

Again, welcome to our family.

John L. Singleton

John L. Singleton, EdD
Owner/CEO

Although every effort has been made to review this Manual for current and future accuracy, the procedures and information contained within are subject to change without notice.

Whetstone Academy Mission Statement

Whetstone's mission as a small therapeutic boarding school is to guide students in establishing a secure BASE (behavioral, academic, social, and emotional skills) with an emphasis on relationships in a farm-centered environment.

General Information

Whetstone Academy was originally founded as a therapeutic boarding school in 2011 and located on 57 acres bordering the Sumter National Forest in the mountains of upstate South Carolina.

Whetstone Academy is a full therapeutic program for young men in grades 5-9 at time of admission. Tucked away in the foothills of the Blue Ridge Mountains near the Chattooga River, our school serves boys in grades five through nine. There will be three or four occasions throughout the calendar year that Whetstone Academy will be closed and students will go home on visits. These three 10-day breaks follow our spring, summer, and winter family workshop.

In the summer of 2016 under the leadership of the Owner and CEO of the Academy, Dr. John Singleton, Whetstone updated its mission and vision. The Academy set forth a new path to become the premier therapeutic boarding school for middle school boys. Guiding young men to discover their innate worth and nurture their individual gifts to fruition by sharpening social, emotional, and academic skills.

Our academic curriculum is traditional with our farm-based curriculum integrated daily. Our afternoons include clinical groups and electives for middle-school development, while addressing the students' emotional and behavioral needs. As part of our farm we have animals such as alpaca, donkeys, goats, pigs, ducks, turkeys and chickens. Chickens provide fresh eggs daily. We also have gardens that provide fresh vegetables during the spring and summer.

The Philosophy

The therapeutic component of Whetstone Academy is an experiential, attachment-based model. Our students and therapists work closely together to build a strong and positive relationship that serves as a model for future relationships the young man will strive to develop. They do this by using expressive arts therapy, farming, gardening, wilderness outdoor activities and playing games.

During this process, the therapist and staff strive to provide a safe environment with playfulness, acceptance, curiosity and empathy (PACE – Dr. Dan Hughes) and further address any and all past and present relationship traumas or impressions that have served to create discord in the life of the student. There are three essential components to the therapist-student relationship: congruence, unconditional positive regard, and empathy. Congruence is important to the therapeutic relationship because it provides a sense of genuineness. The relationship is real and the therapist is not an expert giving solutions but a guide encouraging the boy to find the solutions. Unconditional positive regard is accepting the student for who he is, no judgment, no labels, rather a genuine unconditional acceptance. It is important to meet these boys “where they are,” and to be with them in the moment. Empathy is an expression of deep understanding and can be achieved only by exercising great, attentive care.

It is essential that the therapist listens effectively and gains an understanding of the world the student is living in. After achieving a deeper understanding of the student, the therapist then seeks to communicate that understanding back to the boy, thereby reducing his defensiveness and giving the young man a feeling of unconditional love. The anticipated results of this approach to therapy are an increased self-esteem and self-awareness, decreased defensiveness, guilt, and insecurity, and

more positive relationships with others. This careful approach fosters an awareness that will help the boy learn from mistakes, rather than repeating them, and encourages an expression of feelings in the moment. Ultimately, we invite our boys to experience life in new ways, to learn to love themselves anew and to better appreciate their own infinite potential.

At Whetstone Academy, we have a traditional academic program in the morning with integrated farm-based learning and electives in the afternoon. The farm-based and residential environment is based on the educational foundations that seek to discover the inborn intelligences and unique potential inherent in each student.

Employing a project-based, experiential approach to learning, we seek to help our students develop thinking and problem-solving skills as well as help them form trusting relationships. We help them learn to work and communicate well within groups as they develop confidence, self-direction and compassion for others.

Whether in the classroom, on the farm or in the fields and woods of our campus in, we create an environment where we pursue learning methods and philosophy that shares Jean Piaget's belief in the unlimited potential of humans. We also believe, like Howard Gardner, that a child has multiple intelligences awaiting discovery and nurturing, that education should not only teach children but also help position them to make the world a better place.

Whetstone Academy Vision

As a therapeutic boarding school, our vision is to provide a safe and dynamic setting where young men can build the needed tools to develop effective skills and strategies; a "launching pad" where, through four areas: behavioral, academic, social, and emotional young men gain the skills to be successful in life. The middle school years are a difficult time for many pre-adolescent children; this is especially true for young men. We believe that young men must run the gauntlet of multiple spheres of influence, colliding in unison, which requires an effective response strategy. Family and sibling relationships, peer influence and pressure, hormonal and physical development, media image and expectation, and academic demands create the "perfect storm" scenario for anger, frustration, and doubt. For boys who face the additional obstacles of social-emotional immaturity, instability, and a wide array of challenges in the academic setting -- structure and environment are critical.

Lacking a structured intervention process, young men develop strategies that are often reactive rather than proactive; a series of decisions which are not well thought-out, made "in the moment" and with a focus on survival rather than growth and development. These strategies are designed to keep those he cares about most deeply at a distance; to keep parents, siblings and friends, and their expectations for him on the "outside" and off-balance, focusing on his wants and desires while relationships continue to deteriorate.

At Whetstone Academy, students experience change and growth through a comprehensive program of individualized and group therapy as well as education that recognizes the needs of the whole child. Utilizing adult-guided peer interactions, students are encouraged to re-examine and rethink their perceptions of the world and to recognize and appreciate the opportunities that life holds for them. Our program focuses on development of personal responsibility and commitment to family, school, and community through a relationship-based model. Our expressive arts therapy program offers opportunities for healthy self-expression and creativity. Our academic program is designed to assess age, interests, and learning styles that stimulate each child to rediscover the excitement of learning. We also employ a traditional classroom setting for students to have daily practice in a setting similar to the one they will transition to in the future. At Whetstone, we believe that the behavioral, academic, social, and emotional needs must all be met for a young man to be successful.

Characteristics of our Enrolling Students

Although every child is different, we have observed that most of our students typically exhibit one or all of the following

characteristics:

Negative/oppositional disposition or attitude	Anxiety
Inconsistency in school and lack of motivation	Trauma
Inability to make lasting/supportive friendships	Depression
Poor anger management skills	Mood Swings
Consistent conflict with family members	Attention seeking
Difficulty accepting personal responsibility for actions	Manipulative/controlling
Emotionally/socially withdrawn	Limited or poor social skills
Issues that may be related to Adoption	Self-centered/ Attention-seeking
Learning difficulties	Easily influenced by others
Abandonment	Hygiene issues
Disorganization	Executive functioning difficulties
Poor self-control/impulsivity	Learning Disorders

Admission Criteria

- Whetstone Academy serves boys grades 5-9 at time of enrollment.
- Students must possess a minimum full scale IQ of 85 or higher
- Students must not exhibit exclusionary criteria.

Typical academic problems: We find many Whetstone students are easily distracted and struggle with tracking and completing tasks. Many have experienced repeated academic failure thus becoming easily discouraged. It is common to receive a student who is not performing at grade level or living up to his potential, and some students may lack academic motivation. A high percentage of applicants have been diagnosed with Attention Deficit Hyperactivity Disorder. Many students have limitations in one or two areas requiring accommodations that were overlooked in previous school settings.

Typical behavior problems: Many students who are referred to Whetstone Academy are oppositional or defiant at home and sometimes school. These children refuse to follow rules in the home and sometimes at school. These boys may be making poor choices for friends or recreational activities and refuse to listen to their parents. At school, these boys can be disruptive in class, refuse to follow directions, are academically unmotivated, and lack respect for teachers – often misunderstood. Whetstone Academy students often have difficulty with peer relationships: their choice of friends, maintaining enduring relationships, and lacking basic friendship skills. Another trait amongst our students is that they often struggle with accepting responsibility for their behaviors, commonly blaming their problems on others or situations.

Exclusionary Criteria

We have found that the following exclusionary criterion in potential students does not allow them to be successful in our program.

Aggression: Students with current or frequent episodes of major aggression or violent behavior outside the home are not typically appropriate for our program. Severe aggression at Whetstone could lead to dismissal. Enrollment eligibility is reviewed on a case-by-case basis.

Substance Abuse: Students whose primary diagnosis is one of substance abuse or dependence are not appropriate for Whetstone. Whetstone Academy is not a substance abuse program.

Other Exclusionary Criteria:

- Students who are homicidal, start fires or abuse animals.
- Students who are actively suicidal.
- Students who are actively psychotic.

- Students who have active eating disorders.
- Students who have an ingrained pattern of running away.
- Students who are sexually active.
- Adjudicated youth.
- Students who are considered sex offenders.

Length of Stay

Students are usually with us for an average of 10 -14 months; however, Whetstone Academy is a prescriptive/individualized length of stay program that bases the stay on individual needs.

The Role of the Parents

As a therapeutic boarding school, our students come from all over the country and are many miles from home. This means that we must work hard with our families at maintaining a collaborative environment. Respect, courtesy, support, and helpfulness are our standards when communicating with parents. You are an integral part of the Whetstone team, providing information to therapists and supporting the standards of Whetstone. This partnership is important in the success of our students. Every effort will be made to communicate and collaborate with you.

Students of Whetstone Academy have weekly social phone calls home that are semi-monitored by staff. Video calls from therapists occur weekly and you are made to discuss your son’s progress and needs. These calls are designed to keep you well informed on your child’s progress, both in details of their week and the overview of their growth. The phone call allows the therapist to prepare and direct you for upcoming calls with your son. This time may be further used for family therapy.

Additionally, in order to best meet the needs of your child and to help prepare him for reintegrating into the home environment we may make recommendations including: parenting styles and skills, book/video resources, Family BASE Camps, participation in weekly calls and sessions, participation in quarterly family seminars, additional recommendations from staff at Whetstone, participation in additional individual or couple/family therapy.

Student Packing List:

Clothing Items – <i>Please pack according to season</i>	Number
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T-shirts (No tank tops)	7
<i>Long sleeve shirts or sweatshirts</i>	7
<i>Pants</i>	7
<i>Shorts</i>	7
<i>Bathing suits</i>	2
Socks (Cotton)	10 pair
Under wear	10
<i>Sneakers</i>	1
<i>Hiking Boots (no steel toed boots)</i>	1
River Shoes	1
Light Jacket	1
Rain Gear	1
Personal Hygiene	Number
<i>Tooth brush</i>	1
<i>Toothpaste</i>	1
Dental Floss	1
<i>Shower shoes (a pair of cheap flip flops will do)</i>	1
<i>Beach Towel</i>	1
Shampoo	1
Conditioner	1
Soap or Body wash	1
	<i>Number</i>
Personal Effects – not responsible for lost or damaged items	
Books (must be able to fit on headboard shelf max of 6 at a time)	No more than 6 at a time
Family photo album and/or a framed photo for their headboard (No larger than a 5x7)	1
Stuffed animal	2
iPod or MP3 player (no WiFi ability or games version)	1
Head Phones or ear buds (inexpensive)	1
Headlamp with batteries	1
Bedding	Number
Pillow	2
Comforter Twin Size	1
Blanket	1
Camping	Number
Hammock	1
Sleeping Bag	1
Dry Bag	1
Sleeping pad	1
School Supplies	Number
Back pack (A regular back pack for school will work)	1
Draw string Back Pack	1
Water bottles – plastic only	2
Optional – not responsible for lost or damaged items	Number
Skateboard or rip stick	1

Bike	1
Yo-yo, rubik cube or similar	1
• Helmet (required with bike, skateboard, or rip stick)	1
• Kindle for reading (E-reader only, No Fires or Nooks)	1
Drawing pads/ colored pencils or crayons	1 pk.
Fishing Pole and Tackle Box with tackle	

ersonAll movies, games, or sporting equipment can be donated by Parents for community use only.

- No markers, permanent or other.
- No toys or personal fidgets. (Fidgets provided by Whetstone)
- No fishing bait with treble hooks or double hooks. Only single hooks are allowed on Whetstone's campus.
- No para cord of any type.
- No steel-toed boots will not be allowed

All other items not found on the above list will need prior approval before arriving to campus.
For approval of items, please email or call Jessica Moyle at jmoyle@whetstoneacademy.com or (864) 638-6005.

Whetstone Academy Program and Implementation

The following section explains the Whetstone principles incorporated into the Wheel to Success system, other guidelines and policies.

Overview

The program design and interventions used at Whetstone Academy draw upon several theoretical and intervention models. These include: PACE (Playfulness, Acceptance, Curiosity and Empathy - Hughes), Attachment-Focused Family Therapy (Hughes and Siegel), Acceptance and Commitment Therapy (ACT, Hayes) Expressive Arts Therapy (Knill and Atkins), and Relationship Logic/ Natural Lifemanship (Jobe) all within an atmosphere of experiential learning. We believe that these models best address the developmental needs of the child and family in a strengths-based approach. We assess each child for their unique developmental abilities and needs using a multi-tiered lens that addresses social-cultural, cognitive, moral, and neurological domains, which is consistent with the *Wheel of Success*.

Underlying Principles

All aspects of the Whetstone's *Wheel of Success* program depend upon certain underlying principles seen as fundamental to the students' emotional growth and development. Both the structured portions and the more flexible "staff directed" portions of programming should be implemented with these attitudes and intentions.

Building Relationships

Whetstone firmly believes that through attachment/relationship-based model, we give young men a reason to change. This belief recognizes that children are not individuated enough from adults to motivate themselves to change. Whetstone Academy students are typically behind developmentally in one or more areas. Through the attachment/relationship-based model, our staff provide feedback and working models for healthy relationships with self and other leading to a foundation for achieving developmental milestones and building intrinsic motivations. This is done in a collaborative atmosphere of trust, respect and fun so the boy can take the risk to fail or succeed and know that they are still supported.

Respect for the students as individuals and the right to be treated with integrity.

Most often inappropriate behavior by a student reflects a maladaptive coping skill they have developed to deal with difficult situations. While many aspects of Whetstone Academy's programming will challenge the student's behavior, it is always done with an attitude of respect, playfulness and unconditional positive regard. Interacting with the students with respect and integrity communicates to them an expectation of how they can treat others and themselves.

Movement toward self-regulation.

Developmentally, middle school youth are unable to self-regulate consistently; therefore, we begin by teaching them co-regulation and other external regulation skills with the goal of moving towards an increased capability for self-regulation.

Successful interaction in adulthood requires the ability to self-regulate one's emotions, reactions, expression, and behavior. Self-regulation is an internal process, through which the student learns to recognize emotional reactions and internal responses, and to manage them appropriately without the need for external support. Using external controls alone may manage a person's behavior in the short term; however, for long-term success internal stability resulting from insight and self-regulation are essential.

Social/Emotional growth is developmental and sequential.

Whetstone boys arrive with a wide range of social skills needed for successful interactions. Some have all the component pieces needed for success, but they have not been using them. Others may be very limited in their skills, literally lacking the basic building blocks necessary for successful interactions. The *Wheel to Success* program is designed to allow students to be on a continual cycle of growth; thus, through practice and positive reinforcement, the child can easily master goals and advance to their level of competence. Students will advance at different rates as a result of their individual needs and ability.

Goals, choices, and responsibility.

Whetstone programming is built upon the foundation that individuals are able to make choices and have personal responsibility for their choices. Students (and staff) are held accountable for the choices they make, even those that may have results different from their intentions. The underlying assumption that we do have the ability to make choices is essential to being able to change. For the children the first choice they must make at Whetstone Academy is to trust.

Outcomes of the *Wheel of Success* program.

The underlying goal from the beginning of the program to graduation is that all of the new skills and behaviors acquired at Whetstone are needed to be a productive member of one's family and to be successful behaviorally, academically, socially, and emotionally throughout life.

Stages of Student Progress

Although every student is unique, most young men follow a pattern similar to the general progression outlined below. The Whetstone program – *Wheel of Success*, is designed to reflect these stages and initiate growth through goals set in a young man's individualized treatment plan. Many students will show qualities of more than one stage at a time, or move back and forth through stages. From a global perspective, most students seem to follow through this general sequence. Continual positive reinforcement and the practice of new skills is essential to sustained positive growth.

Denial (refusal to consider their need for change)

Most students arrive denying their social, emotional and/or behavioral issues and often claim they are at Whetstone purely for academic or other reasons. Some students deny that their parents truly intend to leave them here or that friends/siblings need it, not them. They may attempt several tricks assuming their parents are bluffing. They are given time and space to observe their new surroundings and adjust to their new reality. This is why staff begin building a trusting relationship of respect from the first day of the student's enrollment. This relationship becomes important as the student recognizes that they are at Whetstone because of their choices and their behaviors. This realization can be frightening and sad for the student.

Resistance (fighting others and refusing to change)

On the heels of denial is resistance to the program. This may be demonstrated as very active (anger and disrespect) or quite passive (withdrawal or non-compliance). Some students believe that they can out-wait their parents with a, "They won't keep paying for me if I'm not making progress" belief. They will sometimes even sacrifice a parent visit to make their point. Others may proclaim that no one can change them. (We agree - individuals must change themselves). When considering the tasks ahead, some will be fearful of failing, and will either claim that they can't do it or will declare the whole program "stupid."

Many students will remain in this stage quite a long time. After all, it matches well with the natural pre-adolescent and adolescent stage of rebellion and breaking from adult authority. Therefore, it is rarely effective to confront resistance

directly, since it tends to intensify their resolve. Our response is to offer help, to give them small successes that will eventually build to larger ones. Therapist and staff/parent encouragement and flexibility in this stage is crucial. The long-term success of our students equals the flexibility of adults in their life.

Sometimes we will encounter a highly resistant student who requires extraordinary strategies. For example a student loses privileges or other interventions including a wilderness experience in which staff will maintain focus on the issue of resistance may be necessary. Very few students' need this option, although this does happen.

Acceptance and Superficial Compliance (pretending to change)

Eventually students come to accept they are here and will have to do something different in order to leave. Quite often, they have not yet validated that they really have any need to change, but conclude they will have to go through the motions of compliance. This is Okay. Going through the motions is still practicing and developing the new skills they need. Indeed, part of living in society is complying with laws and social norms, regardless of whether or not you believe in them. Regular cooperation also begins to create new habits, so past problematic reactions are slowly replaced with new, more acceptable, responses.

At this stage, students may still make many mistakes; regress back into old patterns under stress, and will often try to manipulate their way out of responsibility. They are still only doing the program as a means to an end.

It may take many false peaks before the student glimpses the real reason for his new behaviors. Such a revelation may come from a surprisingly good parent visit, improved grades, or that he actually likes being respected and getting along with others. Sometimes it is the simple belief that he is capable of positive change. That's when genuine change can begin. He will still make mistakes, but will be somewhat more accepting of responsibility. During these false peaks, parents are often tempted to think a child is ready to graduate or come home; however, we encourage the parent to trust the treatment team recommendations in regards to program completion.

Integration

Eventually, he will embrace what he has practiced and it will become a part of him. He will believe in the value of his better choices, because he has experienced the benefits. The old patterns are largely gone, and new ways of coping and reacting have become second nature. This does not mean that the student's fears (or self-esteem issues, belief in self, etc.) are gone, their insecurities are still there, but they are better able to cope with them and more willing to rely on the adults in their lives to redirect them.

Whetstone's *Wheel of Success* Program

Students are able to measure and to take responsibility for their progress by tracking their personal advancement through the *Wheel of Success* Program. The *Wheel of Success* is set up to accommodate the above progression of behaviors and acceptance.

Overview

The Whetstone Academy *Wheel of Success* system has four individualized areas: Behavioral, Academic, Social and Emotional. Each area is treated individually for every student, as areas of need and growth vary greatly from one student to student. Each student's therapist, with the input from parents and consultants, begin early on to communicate with the student to define the treatment areas the young man must complete while at Whetstone Academy. These requirements become more specific as the therapist and student write the treatment goals and objectives throughout the program. These treatment goals and objectives are designed for the student to demonstrate mastery of certain skills – or the building blocks for success (behaviorally, academically, socially, and emotionally).

Interventions and Consequences

All methods of intervention and consequences at Whetstone Academy are intended to direct the student toward self-responsibility, self-regulation and accountability for his choices. For this reason, interventions and consequences are intended to be *logical and natural* outcomes that result from the student's choices and actions – **never punitive**. Not only does the use of consequences facilitate the most effective learning and change in behavior, it also lends to the students feeling they are being treated fairly and ultimately they become open to develop positive and trusting relationships, even with the staff that are enforcing the consequences. We utilize a restitution group to help students understand that consequences can be positive and restore community trust.

To be a natural or logical consequence, the intervention made by staff must have a relationship to the infraction by the student. It must also have some parity between the severity of the infraction and the intensity of the consequence. These two criteria form the distinction between “logical consequences” and “punishment”. Used properly, consequences provide students the opportunity to understand the dynamics and relationships commonly encountered in life. On the other hand, punishment is strictly an enforcement of one person's will upon another by the use of power. Punishment does not have to be natural or logical. And, because it depends upon the power and control of the adults to change the behavior, it is actually an impediment to students developing self-regulation and accountability.

Student Rights, Responsibilities and Grievance Policies

Student Grievance Policy (Students sign this upon admission)

If you have a major complaint about the treatment in the program, you may follow the Grievance Process so that your problem can be addressed.

Please follow these steps in order:

1. Discuss the issue directly with the staff member involved or if you have reason not to discuss it with the person, you may go directly to step 3. However, your therapist may require that you start over with Step 1 after reviewing your grievance.
2. Discuss the issue individually and in private, with the Program Director (the Program Director may call a conference with the staff member and you).
3. Discuss the issue with your therapist. A conference may be held at the therapist's discretion that includes the involved parties and the Program Director.
4. File a written grievance report. Write on a separate piece of paper the date of the incident, the full names of the parties involved, the details of exactly what happened, and then sign and date it. Turn in the written report to your therapist.
5. The written report will be reviewed by your therapist and discussed with you.
6. Add a written note to attach to your grievance report, requesting that the program coordinator review the case. Your therapist will hand deliver your note and the grievance report.
7. The Program Director will send a written note back to the student, describing the action that has been taken.
8. You may appeal the situation to the Owner/CEO.

Student Responsibilities (Students sign this upon admission)

Whetstone Academy has been designed to help you learn academically, learn about yourself, how you handle your problems, how you make friends, how you commit to others, and how you interact with your world. With the assistance of individual therapy, group therapy, wilderness experiences and education, you will develop skills that will help you conquer the challenges that you will face here and in the future.

With the help of your therapist, you will develop personal goals, which will help you be successful here at Whetstone and in your home life.

The below agreements identify minimum behavioral expectations. These are developed to help you create a positive and as therapeutically beneficial experience as possible.

I UNDERSTAND THE FOLLOWING:

1. Upon arrival at Whetstone Academy, I will abide by the rules and regulations of the school.
 2. I accept full responsibility for my actions under all conditions. I also agree to aid other members of the school in behaving responsibly.
 3. It is my responsibility to take care of my belongings and if any of my belongings become damaged to the degree that they are nonfunctional or unsafe, I will alert staff as soon as possible.
 4. I will assist my treatment team in developing my personal goals for growth and to work on the goals that I choose. I agree to assist in my own treatment planning with my family and therapist.
 5. I will try to:
 - a. Take part in all activities, groups and therapy sessions as well as my assigned academic curriculum activities.
 - b. Do my fair share of the work
 - c. Consent to voluntary admission
 - d. Accept extenuating circumstances as being part of the course
 6. Avoid contact with persons from the outside the program other than my parents, guardian and other family members that are approved.
 7. I will cooperate and respect other students and staff, their personal belongings, and the Whetstone Academy fixtures, furnishings and equipment.
 8. I will abide by the standards of the program. This includes high standards of honor, integrity, morality, and abstinence from alcohol, tobacco, drugs, use or attainment of weapons, and foul or abusive language. I will maintain respectful relationships with peers and staff.
 9. I am to maintain good personal hygiene. I will be responsible for washing my clothes and my body to avoid health problems.
 10. Personal information shared by others and me during the course is confidential and I will not disclose that information to anyone.
 11. I am responsible for written and verbal communications with my parents and/or guardians, and for the tone and content of such communications. I am responsible for taking ownership of the behavior I displayed at home and display while at Whetstone Academy.
 12. It is my responsibility to communicate with staff about any problems or concerns I may have with any aspect of the program so that such problems can be addressed with the appropriate personnel.
- I have read the above rules and acknowledge that they outline my responsibilities as a participant at Whetstone Academy. Failure to follow these rules will result in consequences as determined by my staff. I have had my questions answered concerning these responsibilities.

Student Rights (Students sign this upon admission)

As a student of Whetstone Academy, you are entitled to the following rights. These rights have been designed to help you have an experience that is as therapeutically and academically beneficial and helpful as possible. Please join us in making this experience fun and productive.

I UNDERSTAND THAT I HAVE A RIGHT TO THE FOLLOWING:

1. I have the right to adequate food, water, clothing and shelter.
2. I have the right to privacy.
3. I have the right to be respected and treated with dignity. I will not be demeaned or humiliated in my treatment. No corporal punishment will be used. Staff may use physical interventions if necessary to ensure my safety.
4. Incoming and outgoing mail/packages may be restricted. This includes mail to and from parents, attorneys and guardians. Incoming mail will be reviewed by staff and sent to the recipient without alteration. All other mail may be restricted by parental request.
5. I will have contact with my parents through calls, letters, and home visits. I have the right to request additional phone calls to my parents or guardians, and that my parents and therapist must approve this request.
6. I have the right to refuse treatment and medication. All refusals will be logged in my medical record. I understand that this will impact my progress toward graduation and may result in the loss of privileges.
7. My personal items will be inventoried and secured.
8. I have the right to participate in my treatment planning and goal setting, along with my therapist.
9. If I have any concerns that I would like addressed, there is a grievance policy that I may follow. I acknowledge that I have reviewed a written copy of the grievance policy and had my questions answered about it.
10. I have the right to practice my cultural, religious, and spiritual beliefs while in the program, only if it is practical and respectful to others. I can request religious literature or a meeting with a member of the clergy if appropriate. I can observe religious holidays and customs as long as this can be done without danger to others or myself. I have the right to abstain from any practices of religious or cultural customs that I do not believe in. I have the right not to be coerced into anything that is against my beliefs. I understand that this does not excuse me from completing the academic curriculum.
11. I understand that I will not be required or asked to acknowledge, in public, my connection with Whetstone Academy or treatment therein unless my family and I so choose. My confidentiality will be maintained at all times.
12. If I have restrictions placed on me, my therapist will determine a plan with both the staff and myself on what specific goals or objectives need to be met for restrictions to be limited. It is Whetstone Academy's goal to only limit or restrict certain items and/or activities for as short a period of time as possible until they know I can be safe.

I have read the above rights and acknowledge that they will be maintained throughout my stay at Whetstone Academy. I have also had any questions answered about these rights.

Standards, Schedules, and Procedures

This section covers the standards and procedures essential to working consistently and effectively with Whetstone Academy students, including residential procedures.

Student Major Standards

1. NO THREATENING TO HURT OR HURTING OTHERS
2. NO THREATENING TO HURT OR HURTING YOURSELF
3. NO THREATENING TO RUN OR RUNNING AWAY
4. NO DRUGS OR PARAPHERNALIA
5. NO SEXUAL CONTACT OR SEXUAL INVOLVEMENT OR SEXUAL DISCUSSIONS WITH OTHERS
6. NO DESTRUCTION OF PROPERTY
7. NO WEAPONS OF ANY KIND
8. NO STEALING
9. NO BULLYING

Student Minor Standards

- The standards of the community are to be followed at all times.
- Unauthorized departures from the property or group will not be permitted.
- Students are expected to behave courteously at all times and demonstrate respect for all others.
- Students are expected to listen to and respond to staff requests.
- Students are expected to receive permission from the staff before leaving the school or residence house each time.
- Encouraging positive growth and behaviors in others is expected.
- Be honest.
- Be respectful of people, property, and animals.
- Do not curse.
- No borrowing or lending, buying or selling, or giving away of personal belongings unless otherwise permitted.
- No personal money may be kept on a students person, except for weekly allowance at the T-House.
- No writing on self or others, this includes skin or clothing
- Clean up and put things where they belong

- Students must be with a staff in the office or any other out of boundaries buildings or areas

Bunkhouse Rules

- All personal areas rooms are to be neat and clean at all times, except during an authorized activity.
- All furniture and furnishings are to be treated with respect.
- Beds are to be made before breakfast.
- No keeping of any food in sleeping areas
- Students are not allowed in bunkroom during the day, unless staff exception is made.

School Rules

- The classroom and all school materials in the classroom are to be treated with respect.
- All homework is to be completed on time.
- Second chance class may be required

Personal Rules

- Body piercing is not permitted except for ears.
- Extreme hair colors and styles are not permitted.
- Ripped and/or torn clothing or shoes are not allowed.
- Personally writing on or having others write on clothes or shoes are not permitted.
- Personally writing on or having others write on skin or body is not permitted.
- Excessively baggy or sagging clothing is not permitted.
- Students will support positive growth in each other.

Dress Code Standards

- Students must wear their own clothing, no sharing/borrowing of clothing
- No holes, torn, ripped, soiled, or stained clothes
- All apparel must fit properly
- Pants must be worn with a belt and up around the waist at all times
- Socks must be worn with closed shoes.
- No handwriting on clothes
- Hair must be clean, neat, and restricted from falling in the eyes.
- Teeth brushed
- Face and hands clean
- Hats/bandanas off during meals.
- No clothing or jewelry with drug, cigarette, alcohol logos, or other inappropriate designs
- Dress for the weather: rain gear, hats, gloves, and coats, etc.
- All apparel must be seasonally appropriate.
- Jewelry is limited to earrings, watches, bracelets, short necklaces. No more than 3 pieces of jewelry to be worn at once.
- Students engaging in waterfront activities must wear water shoes (paddling, swimming, fishing, etc.)
- Flip flops/thongs sandals are never acceptable footwear for out of doors or outdoor activities.

Items not allowed

- Weapons of any kind
- Drugs, alcohol, tobacco products, and drug paraphernalia (including mouthwash, cologne, etc.)
- Personal food
- Money, other than allowance monitored by staff.
- Any medication (staff must hold all medications)
- Unapproved jewelry or clothes
- Aerosols
- No inappropriate reading material
- Sticks, rocks, rope/p-cord and toys

Student Sample Daily Schedule:

7-8:00AM	Wakeup/Breakfast	3:30-4:30PM	Study Hall
8:00-8:30AM	Morning School Group	3:30-5:30PM	Organized Rec
8:30-9:15 & 9:20-10:05	Classes	5:30 – 6:30PM	Dinner
10:05-10:20	Break (Snack)	6:30-8:30PM	Chores/Showers
10:20-11:05 & 11:10-11:55	Class	8:30-9PM	Indoor Free Time
12-1:30PM	Break/Lunch/Chores	9PM	Bedtime
1:30-2:30PM	Clinical Group	9:30PM	Lights Out
2:30-3:30PM	Electives, Recreation and Snack		

Appropriate Reading Material

Students may receive any magazine or newspaper subscriptions while enrolled at Whetstone Academy as long as the student's therapist has approved it.

Students are allowed to possess and read any magazines NOT promoting any of the following: violence, drugs and alcohol, inappropriate language, and sexual content.

Whetstone Academy MP3 Policy

- Students may begin using their MP3 upon enrollment. Students are never allowed to touch another student's MP3.
- Parents are required to censor music on the MP3 before giving it to the child.

Stones

When a new student enters Whetstone Academy, he is presented with leather necklace with a stone; during his Welcome Ceremony symbolizing he is now part of the Whetstone family.

Milestones that fit onto the leather necklace will be presented to students at Community Group each week for outstanding accomplishments, integrity or other acts deemed "above and beyond" by the treatment team.

A necklace full of milestones symbolizes memories and growth.

Birthdays

Following are a few details regarding birthday celebrations on campus:

- A. Boys get a dessert and community sings to them.

- B. May open gifts and get a special 5-minute call home.

Gift giving and receiving

We understand that gifts for holidays and birthdays are important to both the family and the child. It is our hope that gifts represent the powerful relationship between family members. Whetstone Academy would like students and families to consider non-commercial gifts that reflect gift giving from the heart. Gifts should also not be expensive; keep in mind that your child's bunkhouse room is not locked and storage area is limited. **Please have gifts approved from the Residential Life Coordinator prior to sending.**

Gift Suggestions

- Arts/Crafts Supplies
- Books/Travel Games (age-appropriate and staff approved)
- Stationary
- Bike
- Stickers
- Sunglasses/Appropriate seasonal clothing
- Hammock
- Fishing Gear

Special On & Off-Campus Events

Through the course of a year we celebrate a number of universally recognized holidays and school-specific special events. We do this for several reasons. Some are traditions with most families and give students a sense of connection with their home lives; some celebrate important school events, establishing a sense of tradition within this life; and some are just plain fun parts of adolescent life! Below, the established Whetstone Academy celebrations are described. Future years may bring new ones.

Parents are allowed to send care packages with therapist preapproval for the boys to be consumed during celebrations; food will be shared with the whole school.

Valentines Day

Students have the opportunity to make Valentines for family and friends. Valentine dessert is served. Sometimes a dance is held with a local girls school.

Easter Egg Hunt

This decidedly non-religious event is focused on the community. The students decorate eggs and fill some plastic eggs with candy. Community and staff children are invited. Our boys hide the eggs around the grassy areas shortly before the children arrive. During the hunt, students assist the smallest kids to be sure they find eggs. Staff helps maintain physical boundaries and support their student's participation. This is a fun afternoon playing with youngsters and is a positive community interaction. Whetstone students receive their treats on Easter.

Passover

Jewish students may choose to go to a host Seder in Greenville, if appropriate.

Easter

Groups may choose to attend a sunrise service at a local church.

Mother's Day and Father's Day

All students may call the appropriate parent. If the parent is not in the student's life (deceased, estranged, etc.), the most

reasonable substitution is made so that all students make a call.

Graduations

While students may graduate the program throughout the year in small ceremonies, the end of spring, summer and fall marking periods bring formal ceremonies in which a larger number of students say “farewell”. The Owner/CEO presides. Program graduates plant a tree or complete another planting/building project and are given a key to Whetstone. All those participants may leave that day with their parents. The ceremony is generally the day before break begins.

Rosh Hashanah and Yom Kippur

Jewish students are given the opportunity to attend services at a synagogue with staff, if possible. The synagogue will be contacted ahead of time.

Halloween

We have a costume party Halloween night. The week before is pumpkin carving. Groups may make a store run for special requests if they plan ahead of time for costume materials. General makeup will be provided. Groups usually spend the afternoon preparing their costumes. The party may include: a piñata, a costume contest, party games, a haunted trail, ghost stories, and of course, treats (which need to be consumed that night – not usually a problem!).

Thanksgiving (if students remain on-campus)

If therapeutically appropriate, students spend this holiday with their families. Students who do not go on the break are treated to a full Thanksgiving feast. They may make suggestions ahead of time for their favorite Thanksgiving foods.

Christmas/Hanukkah/Kwanza Party

As Hanukkah begins, Jewish students may celebrate nightly through lighting the Menorah and singing the traditional blessings. In early December, Whetstone gets a Christmas tree. One or all groups decorate the tree, home, and campus. Two days before break, the party is held.

Family Therapy Calls

All clinical calls, including parent updates typically occur between 2pm and 6pm EST, Monday-Thursday. The child’s therapist previously schedules these calls.

Social Phone Calls

Students will make their semi-monitored social phone call on a prearranged day and time on weekday evenings. Everyone gets another call on the student’s birthday.

Phone calls are 15 minutes long. Calls are semi-supervised by a staff because the calls are made in the office with access to personal and confidential items. Students with divorced or separated parents will be allowed to call both every time for 10 minutes each.

If a student misses a scheduled phone call due to an unavoidable scheduling conflict, or because of staff error, the call will be made either the following night or at a time that is most convenient for the parents. If a student’s behavior is inappropriate at time of call, the student will not make the call and will try again the following week. Calls can often be delayed due to circumstances on campus; however, we make every attempt to be prompt. Please forgive us in advance if there is a delay.

After a long break, there are no social calls the week the student returns.

Mail and Packages

Mail

We encourage parents to write or email often. Our students look forward to receiving mail and will usually re-read their letters several times. Administrative or clinical staff may read incoming or outgoing mail from parents for clinical appropriateness. If parents wish to restrict mail to or from certain individuals they, as the legal guardian, must request it in writing to us. (Please ensure that all correspondence includes a return address. Otherwise, we will forward the correspondence to the parents.) We will also forward all intercepted items to the parent. We do not withhold letters as a consequence; however packages may be held if a student is not following expectations. All written content is confidential to the student. Please get prior approval before sending packages.

Please mail all letters to:

Whetstone Academy
Attn: Student's Name
186 Briars Lake Road
Mountain Rest, SC 29664

Packages

The staff will screen all packages for items not allowed. It is natural for parents to want to send care packages to their son when he is away from home. However, because of our lifestyle here and limited space, we ask for a limit of one care package each month. Please do not send food unless it is for a special occasion (e.g. birthday, holiday). On these occasions be sure that there is enough for the entire student body. We serve wholesome and hearty meals (with little processed sugar or other additives) that we believe contributes to the well being of our students. If Over-the-Counter medications are sent in a care package, the medications will immediately be given to the Medical Coordinator and maintained in the office labeled with the child's name.

Care packages should be limited to no more than **ONE PER MONTH**. Suggestions for these can include small items. The box should be no larger than a shoebox. Suggestions for these include:

- Fun stationary
- Journals
- Books

Remember that your relationship in phone calls, letters, and emails is an everyday gift for your child.

Email

Though we strongly encourage letters to be sent to our students, we provide email service as a courtesy for parents and immediate family. As email is logged in the same manner as letters and packages, it will be given to students the day after it is sent (Monday – Thursday). Please do not send e-cards or photo albums and please limit the number of attached photographs to one per email. Again, due to the volume of emails we receive, we limit emails to parents and immediate family. Please send emails to student@whetstoneacademy.com including the boy's name in the subject line heading.

Medical Care and Information

General

Whenever practical, all routine dental or physical examinations should be done on home visits. Medical, dental, and other health care expenses are the responsibility of the parents and/or legal guardian. A complete physical prior to admission is essential and should include a dental examination. For emergency care, Oconee Medical Center is located in Seneca, SC less than 30 minutes away. For non-emergency and after hours care, we use *Urgent Care*. An attempt will be made to contact the parent/guardian prior to a doctor visit; however, this is not always possible. Therefore, each parent/guardian must sign the "Consent to Treat" form upon admission at Whetstone Academy.

Staff always carry medical and First Aid packs with them wherever they go. These include the over-the-counter and prescribed medications, prescribed inhalers, and epi-pens that are approved by the Medical Coordinator for uses in our program. Students are not allowed to self-administer medications. Additionally, there must be a doctor's order on file for each medication your son is taking. Students who are prescribed medication for the purpose of modifying behavior will need to use the services of the psychiatrist contracted by Whetstone Academy unless another psychiatrist is approved at admission by the Owner/CEO.

Prescriptions, Over-the-Counter Medications, & Supplements

Whetstone Academy does not have a primary role in determining if medication will be used or what medication students will use. Only a prescribing medical doctor determines this. Due to South Carolina regulations, we are not authorized to dispense medication that is not properly "blister packaged" by the pharmacy. **PARENTS ARE REQUIRED TO BRING A FULL 30 DAYS OF ALL CURRENT PRESCRIPTION MEDICATION AT THE TIME OF ADMISSION, DUE TO THE LAPSE OF TIME NECESSARY TO GET YOUR SON TO THE DOCTOR.** Whetstone uses *Preferred Care Pharmacy* for prescription medications. Their contact information is as follows:

Preferred Care Pharmacy
843.769.6522
4794-A Highway 162,
Hollywood, SC 29449

School policy is such that the Medical Coordinator is to fill medication through Whetstone Academy's preferred pharmacy, which at this time is Preferred Care Pharmacy. This policy is in place for several reasons regarding pharmaceutical regulations, liability, and the best interest of the students.

Working with various pharmacies would make it impossible to effectively handle medications. Additionally, Preferred Care Pharmacy will "blister pack" the medications, per regulation. Preferred Care is also helpful to parents and the school by working to accommodate wherever possible around breaks, to ensure that students have the medications needed for their visits.

Lastly, the fewer hands involved in the tedious responsibility of dispensing medication, the less chance there is for errors and missed doses.

Please understand that this is not about being rigid, but intelligently applying years of experience working with a pharmacy, parents, and students. The policies that are in place are accreditation "best practices" (as well as unavoidable regulations) that ensure the highest quality of care for our students.

It is important that the Medical Coordinator process all medication refills through Whetstone's preferred pharmacy. We appreciate your understanding in helping us to best serve you and your son.

Over-the-Counter medications brought or sent by the parents will be given to the Medical Coordinator. Psychiatrist approval for OTC's is mandatory. We ask parents to recognize that OTC's often negatively interact with medications and they should be limited. The medications will be securely stored in the office. Replenishment is the sole Parent/guardian responsibility and should be sent to the Medical Coordinator. The Medical Coordinator may send a friendly email reminder when supplies are low, but again these are the sole responsibility of the parent.

Any parent choosing for their son to take any supplements or vitamins must provide Whetstone Academy with a 90-day supply. Replenishment is the parent/guardian responsibility and should be sent to the Medical Coordinator. Instruction for administration, if different from the label, should accompany the supplement or vitamins and be signed by the parent/guardian. Each bottle will be labeled with the student's name and placed in his personal medical file.

Orthodontics

If your child is not using orthodontic devices or appliances prior to enrollment, it is Whetstone's policy not to start children while enrolled. It is in your child's best interest to begin treatment after returning home so that treatment remains consistent. If a student is receiving orthodontic care, the staff will encourage use of any appliances and careful brushing of teeth. If your child requires ongoing orthodontic care during their stay at Whetstone, the parent/guardian must make financial arrangements along with having their son's current orthodontist send records and x-rays to the local provider. The Medical Coordinator will then set up appointments, as needed.

Appointment Requests

Arrangements must be made with the provider before requests for appointments are made to the Medical Coordinator. Arrangements include, but are not limited to: signing of releases, payment information, insurance information, and transfers of any applicable records, as well as dental x-rays. The records and information must be sent to the providers, NOT Whetstone Academy. No appointments will be made by Whetstone until arrangements are made with a provider. After arrangements are completed, please contact the Medical Coordinator.

To ensure that your son gets requested doctor visits, it is essential that all requests for appointments be made by the parent/guardian directly with the Medical Coordinator and NOT through any other staff members. You may call or email your requests.

Providers

We have carefully chosen the following list of providers. We have found that these providers have excellent service with our students and an understanding of the Whetstone program. Some of these providers require payment in full at time of service and will provide parents/guardians with the necessary information to file insurance. Others will file insurance and parents/guardians are responsible for any co-pays or balances. Anytime a provider is contacted, please copy your son's therapist on the email so they can support with collaboration.

Provider	Phone #	Address
Hospital GHC: Oconee Medical Campus	864.882.3351	298 Memorial Dr., Seneca, SC 29672
Pediatrician Urgent Care		Seneca, SC 29678
Dentist Oconee Dental Associates	864.638.5631	153 Scenic Plaza Dr., West Union, SC 29696
Dermatologist Anderson Skin and Cancer Clinic	864.882.7747	106 Municipal Dr., Seneca, SC 29672
Orthodontist Upstate Orthodontics	864.888.3113	693 South Oak Street, Seneca, SC 29678
Optometrist Walmart Vision Center	864.885.9075	1636 Sandifer Blvd, Seneca, SC 29678
Pharmacy Preferred Care Pharmacy	843.769.6522	4794-A Highway 162, Hollywood, SC 29449
Psychiatrist Dr. H. William Martin, Jr	404-252-3001	5605 Glenridge Drive Premier Plaza, Bldg. One Suite 600 Atlanta, Georgia 30342

Flu Vaccine

Our Nurse will administer the flu vaccine at Whetstone. Release forms will be available to any parent/guardian who is interested in having their son immunized. The fee associated with the vaccine will be determined by the Nurse and addressed on the release form.

Emergency Policy Information

Whetstone Academy has a detailed Emergency Management Manual. In the unlikely case of a campus evacuation, we will have a safe shelter with kitchen, sleeping and restroom/shower facilities at Mountain Rest Baptist Church. Parents will be immediately notified during emergency situations.

All staff have been trained on emergency management procedures and active shooter training. Security and safety are extremely important.

Families

An understanding of your son's family dynamics is crucial. This section outlines several aspects of the Whetstone Academy program that addresses family issues.

Family Visit Philosophy and Suggestions

1. Visits are about beginning to build healthy parent/child relationships; they provide opportunities for:
 - Quality family time.
 - The chance to practice new behaviors with their families.
 - Parents practicing new skills with their child.
 - Parental communication and interaction that provides further therapeutic information to assist our work with your son.
 - Renew the parent/child bond.
2. **Being versus Giving.** We all express our love and affection in various ways. One way that is very common in our culture is to buy things and give gifts. Whetstone Academy operates from a philosophy that we are a people of plenty and seldom go without. Needs are different from wants; children often become confused about this and it is our job, as parents and adults, to teach them the difference. Therefore, shopping during visits is generally restricted to an as needed basis; for example-shoes, clothes, vitamins, etc.
3. **Communication.** Our suggestion for your visits is to begin to change the way that you relate and communicate with your son. We cannot buy self-esteem or talk them into *having* self-esteem. However, we can show them they are loved by spending time and providing a structure that creates a relationship where they know it is safe to talk about the things they need to talk about.
4. **Manipulation.** We have learned that children know how to manipulate by the time they are 5 years old. It is our philosophy that a child's job is to provide for themselves and make their lives better and since they have no power, their tool for this is manipulation; this is their job. So it is the adult's primary responsibility to have consistent boundaries. This manipulation is based upon filling their own wants, not necessarily their needs. We as parents often fall into the trap of thinking that if we "give them what they want" they will be happy and know they are loved and cared for. They are much more concrete than this. They think, "if I have this, I will somehow be a more acceptable and lovable person" or some other form of this. In other words, "I am my tennis shoes" and so that means "I am cool or uncool." This belief becomes important when you are saying good-bye to your son after a visit. If you are overly emotional, your son may use this as a manipulation against you, seldom seeing it as you just caring and missing him. This is also seen in "parent splitting" by pitting one parent against the other or going to the other

parent to get the answer the child desires. This can be avoided by having the parents discuss the answer in private (away from the child) and staying united and firm in the answer.

5. **Options.** Visits with your son can be very emotional; therefore, if you have difficulty on your visit, you may contact Whetstone and/or your visit may continue on campus. It is possible that your son may need more structure for his initial visits than a two-parent family can provide; thus, we will provide some advice and suggestions for you.
6. **Practice.** One of our goals at Whetstone is to help families rebuild relationships, learn new skills, and behaviors, and incorporate these new techniques into the family dynamic. This will require time and guidance. For this reason, it is Whetstone's policy to have scheduled academic breaks and additional visits with your son in order to support family growth.
7. **Support.** After visits or breaks, parents wishing to talk briefly with staff should be back on campus by 5pm.

Whetstone's Parent Communication

Whetstone Academy works with parents in several ways, including, but not limited to: reports, phone calls, individual conferences, family therapy, family seminars, Parent Visits, Home Visits, and Home Transition Planning. Our goal is to prepare for and support the return of each student to the family and in his continued academic and emotional progress. Some of the information below is duplicated in this manual, but they are important pieces of our program, so we will reiterate them here.

Periodic Reports – Data is collected on each student's progress and compiled into graphs; charting targeted behaviors. Our Clinical Directors and Therapists interpret the graphs in a narrative summary. These reports give a long-term picture of progress or problems. This report is also generated as part of the exit and graduation process from Whetstone. It provides a summary of the student's progress during his stay as well as ongoing issues and goals. It is an excellent way to communicate the student's needs for their transition to another school or program. These reports may be posted on the *Parent Portal* website or discussed with parents on the family call.

Phone Calls – Each week, the family receives two calls from their son. The first is a pre-scheduled therapy call done from the therapist's office via video/phone conference. The second is a semi-monitored social call done Monday - Thursday afternoons. The Residential Coordinator schedules the calls. Please note that due to busy schedules and possible interruptions, the call could be a few minutes late. We do our best to keep them on schedule. Thanks for your understanding.

Primary therapists or a designee will contact parents within 24 hours if their student has been in a physically restrictive intervention, has made a suicidal statement or gesture, or if a social call must be missed. Unplanned calls such as these are limited to 5 minutes for a brief notification and therapists will follow-up about the situation on the next scheduled call.

Conferences – When a child is struggling with an ongoing issue, or he is approaching transition, we will recommend a conference call. While face-to-face is preferable, phone conferences may be appropriate as well. We use this time to trouble-shoot problem areas, re-assess needs and make plans for the future. The student may take part as well. We attempt to arrange convenient times for families. It is not usually possible to have individual conferences during Parent Visits or the Parent Seminars; thus, the therapist's visit to the home is essential for a successful transition.

Family Emergencies – Families may reach a staff person in the event of an emergency by calling the school number during business hours and the on call phone after hours. That staff will either provide assistance or contact someone who can help.

Family Seminars

We offer four seminars a year where families have opportunities to learn and grow through psycho-educational lectures,

experiential activities and multi-family processing groups. Topics may include: repairing relationships, improving communication, parenting styles and mindfulness. Seminars last for two days, usually the days preceding a Academic Break.

We also schedule quarterly reviews of your child's progress with 30 minute conferences with his teachers and Academic Director as well as a family session with your therapist.

Parent Visits

Whetstone Parent Visits serve many purposes. This section will outline why we have them, what should happen during them, and expectations of your role on Parent Visit weekends, so you can maximize the opportunities they represent. Whetstone views Parent Visit Weekends as a vital and necessary time for parents to spend time with their sons. We work with families and students to establish realistic goals for these weekends. It is our hope that all boys will be emotionally prepared for an off-campus visit. However, on occasion, we must recommend that parents conduct the visit on campus only for additional support. We will do our best to anticipate the need for this recommendation as far in advance as possible. An example of this is if the student is out-of-community for behavioral reasons.

Following is the procedure used in most circumstances:

A session with your son's therapist is pre-arranged to cover a variety of topics, including updates and the provision of an overview of your son's progress, opportunities for discussion of his goals for the visit, review plans for his future progress, create a behavior contract between the child and parents if needed, review Parent Guidelines, discuss options for early returns, and exchange contact information for the weekend. During this session the student may participate after a brief meeting between the therapist and parents so that the weekend's goals can be discussed.

Example:

Friday: Families can leave with their son following their conference/ family session.

Sunday: Families may arrive on campus between 9:30 am – 5:00 pm. Parents needing a short debrief time with staff should arrive on campus by 3pm. All parents and family members must depart by 5pm as the students will need to get back to their regular routine.

Home Visits (Summer, Holiday and Spring Break)

Home Visits are a time for reconnection, practicing new skills, and reintegrating into the home environment. Whetstone Academy recognizes that not all boys' progress on the same time line due to emotional needs, which may mean that he is not ready for the responsibilities of returning to his home at that time. Therefore, Whetstone Academy and the parents will utilize all information on the student's needs and progress as well as the family environment to determine when a student is ready to begin Home Visits and the length of those home visits; otherwise, we may suggest that the visit not occur at home.

It is the student's responsibility to:

- Create and write up their Home Visit goals.
- Follow through with their goals by putting forth great effort to achieve them while at home.
- Adhere to the parent's expectations while on their Home Visit.
- Adhere to call check-in schedule with their therapist.

Failure to do any of the above may result in the student returning to Whetstone Academy earlier than scheduled.

The Parents/Guardians are responsible for:

- Schedule the travel itinerary and tickets and provide well in advance to the Transportation Coordinator.
- Set Home Visit guidelines with therapist recommendations and support.
- Secure all medications and med administration form from son's luggage.
- Administer all medications as prescribed and sign off med administration form each time.
- Return all remaining medications and signed med administration form (place in checked luggage).
- Debrief the home visit with your therapist in your next Parent Call/ Family Session.

Home Visit Guidelines

Students often think Home Visits are vacations. In the interest of helping them reintegrate into your home, we suggest:

1. Please make sure that your son is with at least one parent or adult at all times (except within their own home).
2. Please refrain from allowing your son to have contact (in person and/or by phone) with old friends or Whetstone students unless discussed with their Therapist first.
3. Please monitor all of your son's music, online, gaming, and/or reading materials.
4. Please monitor all TV and/or movies that your son watches during is Home Visit. Whetstone permits PG movies and some PG-13 movies.
5. All bedtimes should be pre-determined and followed through with. You are encouraged to follow a similar routine as Whetstone to avoid disruption of schedule. *Wake-up and lights out at Whetstone are 7:00 AM and 9:00 PM during the week and 8:00 AM and 10:00 PM on Friday and Saturday nights.
6. Please assign your son a daily chore (in addition to making his bed each morning and keeping his room and bathroom neat).
7. Please only purchase necessary items for your son and communicate any purchases with his therapist.
8. Please refrain from granting privileges that have not been earned prior to your son's Home Visit.

Home Visit Travel Arrangement Guidelines

Students are required to attend school until the Thursday prior to extended breaks. Transports will be provided by Whetstone for the following times on weekdays only. Fees may apply.

Greenville-Spartanburg International Airport (GSP) between 8:30 am – 6 pm, Monday – Friday.

Once your student's therapist provides you with their recommended visit dates, you should begin your planning and communication with the Transportation Coordinator.

Please note that Whetstone transports outside of the scheduled days/times for extended breaks will become the responsibility of the sponsor.

Scheduled Holiday Breaks

***Thanksgiving Holiday** The eligibility for this break will be discussed with your son's therapist prior to making travel arrangements. This holiday is a three-day break from school, which typically results in a five-day holiday. Students are allowed to leave after their last scheduled school day prior to Thanksgiving and required to return by 5pm on the Monday following Thanksgiving. All students remaining at the school will celebrate with a feast and special activities.

December Holiday, Spring and Summer Breaks

Whetstone Academy believes that these times of year are significant family time for both parents and their sons. A staff will be on-call to give advice in crisis situations. Otherwise, our campuses are closed so that staff members are able to spend time with their own families.

Staff will be on-call for advice and help in difficult situations. Campus will be closed during this time.

Farewells after a break are naturally emotional and the quicker your good-byes the better. This will assist our staff in helping

your son to resume his routine at Whetstone. This schedule serves as a safe container for your son to express his feelings and his need for familiarity and routine is paramount after every visit. Therefore, your son needs **you** to make the first move and initiate a sincere yet healthy and quick farewell. We will help you accomplish this; we support you and we care about your son.

Transition

It is our philosophy that transition starts at admission, meaning it will be a process, not a place in time. We believe that making the right choices after graduation is critical to successful transition, continued growth and development, both socially as well as academically. Therefore, approximately 3-4 months prior to your son's graduation we will start finalizing his transition plan, including potentially moving to the Lone Wolf Transition Lodge. We understand that there are many possibilities for your son after leaving us and we want you to be as prepared as possible.

Through the work you will be doing with your son's therapist, the parent seminars and a home visits during breaks with support from your son's therapist, you, your son and the entire family will be prepared to face the challenge of life together after Whetstone Academy. If your child is returning home during this transition phase you can schedule a specific break to include your son's therapist, for a 1-2 day period. The therapist or Transition Support personnel will come to your home and work with your family on identifying transitions needs and patterns that still need improvement.

Family B.A.S.E. Camp

Is an adjunctive service (\$200-\$500) in which your family works with a therapist at Whetstone Academy.

- ❖ A day of Equine- Assisted therapy: Building awareness, communications styles and structures in the family & identifying patterns.
- ❖ A day of rock climbing: Building trust, communication and team work
- ❖ A day of Expressive Arts Therapy: Envisioning change; confronting future family life, creating new contexts, & working together to build trust.
- ❖ A day of actual transition planning/work book assignments/strategic plan development: Next school, support services, tutors, therapists, house rules/agreements, etc.

OUR INDIVIDUALIZED TRANSITION PROGRAM

New Horizons: A Journey Home and The Lake House

The mission of New Horizons and The Lake House is to augment the core principles of Whetstone Academy's Wheel of Success™ program by offering a normalized step-down daily living experience through simulating a normalized home environment in order to bridge the gap between program and the next phase of life, while assessing the young man's readiness to graduate.

The idea of New Horizons using the *Lone Wolf* as symbolism for for our young men as they are looking to transition from the Whetstone community into the next phase of the program, New Horizons.

The Lone Wolf has an appetite for freedom and living life powerfully, guided by his newly developed instincts. The Lone Wolf can also symbolize a protector as a young man makes his journey on a new an unexplored path. As a young man gains inner sight, wisdom, experience and confidence, he will bond with others and become one of the pack.

Like a Lone Wolf, a young man must venture into the forest of life, which means that he must be willing to face his own deepest fears. Like the Lone Wolf, he must venture deep into the forest to find what he requires for sustenance and growth.

When a young man is ready to transition home, he has faced and conquered his deepest fears, he has a deep connection with his intuition and instincts and now he walks the forest at night with supreme confidence. This trait bears powerful symbolic meaning as a young man leaves Whetstone for his next step in life.

The **Lake House Goals** are still similar to main campus goals with added homework and some electronics. Time on campus is 8am – 6pm everyday.

Goals of New Horizons

- **Preparing for the “real world” by:**
 - Increasing self-sufficiency and responsibility (i.e. -assisting with meal preparations).
 - Normalizing daily transitions (i.e. - driving to and from school, having more self-directed time/ activities.)
 - Increasing access to technology with daily computer and phone opportunities.
 - Focusing on planning ahead and preparing for daily life on their own (i.e.: bringing homework to school) as well as on returning home/ next placement.

- **Features of Transition Program:**
 - Off-campus housing with on-campus activities 5 days a week.
 - Home-like atmosphere.
 - Weekly individual, family and group therapy focused on transition planning (i.e.- contract development) and how to transfer adaptive skills.
 - Continuation of leadership & mentoring students at Whetstone Academy.
 - Continuation of community service in Upstate S.C. and surrounding areas.
 - Using the “Wheel of Success” to assess Integrity, Emotional, Social, Relational, and Behavioral preparedness for next step.
 - Shopping/Allowance

Alumni Services (Cost: 1 month of tuition)

Whetstone Academy offers alumni services for the families of students who graduate from the school’s program. This service will better enhance the transition of students from Whetstone to more traditional settings. Your therapist and our Transition Support personnel will collaborate on providing these services.

The optional Alumni Service Program will provide the family with assistance and support with the post-Whetstone Academy transition and the implementation of the student’s discharge plan.

This service does not provide any service that is insurance reimbursable.

Plan Features	Plan Benefits
<p style="text-align: center;"><u>PHONE CALLS</u></p> <ul style="list-style-type: none"> • Scheduled Support Phone Calls from Whetstone Academy 	<ul style="list-style-type: none"> • To anticipate and resolve minor issues before your child reaches crisis level. • To maintain continuity between Whetstone Academy and your home. • To maintain availability of therapists who already have a connection with you and your child.

<u>FAMILY SEMINAR</u>	
<ul style="list-style-type: none"> You will receive invitations to workshops. 	<ul style="list-style-type: none"> To develop parenting skills Collaborate with other parents in similar situations Gain ideas with professional input Learn how to avoid potential trouble spots with your child. Discuss the “Hot” Topics that are affecting your child.
<u>THREE DAY RETURN TO WHETSTONE ACADEMY</u>	
<ul style="list-style-type: none"> If your child is experiencing severe difficulty after Whetstone, we will allow him to return to Whetstone at no charge for a single 3-day weekend except for spending money and air fare. 	<ul style="list-style-type: none"> To provide your child with a refresher course at Whetstone Academy and address the specific issues that the student is having.
<u>ACADEMIC SUPPORT</u>	
<ul style="list-style-type: none"> You will be able to discuss educational concerns with the Whetstone Academic Director. 	<ul style="list-style-type: none"> To allow parents to make sound and informed academic decisions regarding their child.

PLAN DESCRIPTION

1st MONTH

- Weekly scheduled call from Alumni Services Coordinator
- Invitation to Family Seminars
- Scheduled calls from parent or student to Whetstone Academy as necessary

2nd MONTH

- Two scheduled phone calls per month from the Alumni Services Coordinator
- Invitation to Family Seminars
- Scheduled calls from parent or student to Whetstone Academy as necessary

3rd – 12th MONTH

- Invitation to Family Seminars
- Scheduled calls from parents or student to Whetstone Academy as needed
- Free 3 day weekend at Whetstone if necessary (also available during month 1 & 2)
- As-needed Academic Support with Academic Director (also available during month 1 & 2)

Academics & Extra-Curricular Activities

This section explains the goals, philosophies, and policies of the Academics and Activities at Whetstone Academy. This includes: School philosophy, athletics, community/social, adventure, and fine arts.

Academics

A Personal Approach -- At Whetstone Academy, each student has his own *Individual Learning Plan* designed personally for him. Academic staff members base his plan upon his outcomes from a wide range of assessments that test academic progress. They consider his personal academic history, his individual strengths and weaknesses, and his personal learning style.

School Philosophy

Education of the "Whole Child" - The Academy's educational philosophy is the development of the whole person: socially, emotionally, behaviorally as well as academically. For this reason academic staff and therapists work closely together and discuss each student's progress.

Developing Eight Kinds of Intelligence

The Academy recognizes Harvard professor Howard Gardner's work that human intelligence is multi-dimensional and that teachers can develop lessons for each of the following:

- Linguistic Intelligence ("word smart")
- Logical-Mathematical Intelligence ("number/reasoning smart")
- Spatial Intelligence ("picture smart")
- Bodily- Intelligence ("body smart")
- Musical Intelligence ("music smart")
- Interpersonal Intelligence ("people smart")
- Intrapersonal Intelligence ("self smart")
- Naturalist Intelligence ("nature smart")

Vygotsky

Breaking the cycle of school failure that is chronic among some students who enter Whetstone Academy begins only when your son, begins to feel successful in school. School success is an alien concept to many of our young men; therefore, school success must be a foundational component of the curriculum. Emotional tension, agitation, and anxious behavior often disappear when success-building techniques are used and the student begins to achieve in school.

Multiple opportunities should be structured for student success at levels that are challenging but appropriate. For students to believe they can affect changes in their behavior, they must have opportunities to connect their behaviors with positive outcomes.

Lev Vygotsky's Zone of Proximal Development

Vygotsky was a Soviet psychologist (1896-1934) who is only now beginning to have a major impact in the West. His major work was in the areas of language and thought. We believe that his findings about an individual learner's Zone of Proximal Development (ZPD) are a very practical and effective way to ensure student success. Here is how we apply the ZPD to students at Whetstone Academy: First, we pretest students. Then we begin instruction at their intellectual and emotional levels, and adjust that instruction to stay within the ZPD. When planning lessons, we avoid teaching below their ability level (boredom) and avoid teaching above their frustration level (failure). By doing so, we establish a "zone" from which to plan instruction. Staying within that zone allows the students to feel challenged and experience success at the same time.

Each person's "zone" is not a fixed entity. As students gain confidence both academically and emotionally, the ZPD moves higher. (In the same respect, if a person has emotional and academic setbacks, the "zone" can also move to a lower level.)

Grading and Evaluation: The Academy uses a standard grading scale and computes grade point average using a 4.0 system for 9th grade. Grades follow these guidelines:

- A: 4.0 90-100% Mastery of Subject Area
- B: 3.0 80-89% Good Quality Knowledge of Subject Area
- C: 2.0 70-79% Work of Average Quality-Tutorial Help Recommended
- D: 1.0 60-69% Work of Minimum Quality-Tutorial Help Required
- F: 0.0 Below 60% Specialized Tutorial Help Required

Methods for evaluation of student work include, but are not limited to the following:

- Daily Work and Class/Group Participation & Contribution
- Completion of Required and Optional Assignments & Projects
- Quiz and Test Scores
- Peer Editing & Critique Work
- Teacher Interpretation & Evaluation
- Oral and Written Communication & Expression

Farm-Based Curriculum:

At Whetstone Academy, we have a traditional academic program with integrated farm-based and gardening curriculum. The farm-based and gardening curriculum seeks to discover the inborn intelligences and unique potential inherent in each student.

Employing a project-based, experiential approach to learning, we seek to help our students develop thinking and problem-solving skills as well as help them form trusting relationships. We help them learn to work and communicate well within

groups as they develop confidence, self-direction and kind compassion for others.

Whether in the classroom, on the farm or in the woods of our campus, we prepare an environment where we may pursue a learning method and philosophy that shares with Jean Piaget the belief in the unlimited potential of humans. And we believe with Howard Gardner that a child has multiple intelligences awaiting discovery and nurturing, that education should not only teach children but also help position them to make the world a better place.

The goal of the farm-based curriculum is to produce adults who are equipped with the confidence in themselves and actual skills to live in the real world.

The farm-based methodology empowers adolescents with the knowledge that they must take responsibility for their own care and that their activities, pursuits and actions have a very real effect on their fellow students, instructors, home and community. Realizing not every school can be housed on a farm reveals our unfolding vision for the adolescent by having a blank canvas to expand upon the foundations of the farm-based program, which reach far beyond backyard gardening – it heals our soul.

Objectives:

Whetstone Academy's farm-based curriculum builds upon the foundations that embrace the philosophy of fostering growth within each child, by hands-on learning through both the natural environment and physical well-being. The philosophical objectives include:

1. To open the way to the possibilities of the adolescent for personal expression. That is, to facilitate, by exercises and exterior means, the development of the interior personality.
2. To supply that which we consider to be the creative elements necessary for the physical being of man in general.
3. To put the adolescent into relation with present civilization by bringing him general culture and by experience.

Experiential Learning:

Experiential Learning Theory (ELT) seeks to pass on the legacy of those twentieth century scholars – notably William James, John Dewey, Kurt Lewin, Jean Piaget, Lev Vygotsky, Carl Jung, Paulo Freire, Carl Rogers, and others – who placed experience at the center of the learning process, envisioning an educational system that was learner centered. ELT is a dynamic view of learning based on a learning cycle driven by the resolution of the dual dialectics of action/reflection and experience/abstraction. It is a holistic theory that defines learning as the major process of human adaptation involving the whole person.

The key elements of experiential learning:

- The learner must be willing to be actively involved in the experience;
- The learner must be able to reflect on the experience;
- The learner must possess and use analytical skills to conceptualize the experience; and
- The learner must possess decision-making and problem solving skills in order to use the new ideas gained from the experience.

At Whetstone Academy, each Friday is an experiential learning day where students experience what they have learned by having a hands-on experience or field trip.

Community – Based Learning

Whetstone Academy defines community-based learning as the broad set of teaching/learning strategies that enable young men to learn what they want to learn from any segment of the community. Our definition provides for learners to identify what they wish to learn and opens up an unlimited set of resources to support them. By **community**, we are including community resources, neighborhood, and the entire world through such resources as the Internet.

Principles of community-based learning relate to the changing nature of society, the learner, the learning processes, and sources for learning. **A Model for Restructuring Education for the 21st Century** (Owens 1994), identified several critical assumptions that can serve as a foundation for community-based learning:

- Education must be viewed as a continuum from preschool through lifelong education for adults.
- Learning is what we do for ourselves. It therefore requires the full involvement of the learner as well as the teacher/mentor.
- Jobs in the future will require not only more education, but also a different type of education that includes critical thinking, teamwork, and the ability to apply knowledge.
- Adults need to be involved in community affairs and to balance work, family and community responsibilities.
- Problems affecting learners today are much broader than schools alone can solve. Involvement of the family, business, labor, the community, and other agencies is essential.

Whetstone Academy provides the following Community Based Learning Activities:

- Community Service Projects
- Visiting Local Community Theaters
- Visiting Local Art Galleries
- Incorporating successful guest speakers into the curriculum

Academic Curriculum

A Traditional College Preparatory Curriculum - The Academy offers a solid grounding in English, Mathematics, Social Studies, and Science based on the South Carolina Standard Course of Study, Common Core and empirical curriculum.

WHETSTONE ACADEMY CURRICULUM PLAN

ALL CURRICULUMS ARE BASED ON THE SOUTH CAROLINA STANDARD COURSE OF STUDY, COMMON CORE AND EMPIRICAL CURRICULUM KNOWLEDGE.

<i>5th - 6th Grade</i>	<i>7th Grade</i>	<i>8th/9th Grade</i>
<i>Language Arts: Integrated Literature Grammar/Writing & Composition</i>	<i>Language Arts: Integrated Literature/Journalism Grammar/Writing & Composition</i>	<i>Language Arts: Integrated Literature Grammar/Writing & composition</i>
<i>Math: Grade Level Coursework</i>	<i>Math: Grade Level Coursework</i>	<i>Math: Grade Level or Individualized Coursework</i>
<i>Science: Earth Science - Astronomy Life Science - Ecosystems & Endangered Species</i>	<i>Science: Life Science- Plants and Animals Earth Science □ Weather and Geology</i>	<i>Science: Life Science - Body Systems/ Nutrition Physical Science, Biology</i>
<i>Social Studies: Western Civilization □ Map Unit, Ancient Greece, Ancient Rome and Middle Ages</i>	<i>Social Studies: World History</i>	<i>Social Studies - American History (1800's & 1900's) Civics</i>

Miscellaneous

Special Education Services

Whetstone Academy embraces each child's unique learning style and creates individualized learning plans and in-class supportive services and other accommodations to assist students in being successful in the classroom.

Quarterly Reports

Whetstone teachers generate the following reports for parents every nine weeks:

- Report Card Grades
- *Course comments on each student*

Parent Communication

Teachers will host parent conferences prior to every Parent Workshop. Parents are encouraged to call or email the Academic Director if they have any questions or concerns about their child's performance.

Pre and End of Year Testing

We can administer Let's Go Learn, the Stanford 10 online and Gibson Tests of Cognitive Skills to students upon request at admission or prior to graduation. In addition, we may recommend that a small number of students take the individually administered Woodcock-Johnson.

Athletics, Adventure Activities, and Electives

Athletics / Physical Education

Overview

The overall purpose of the physical education program is to develop in each student an understanding of the relationship of good body function and exercise; to motivate each student to develop physical fitness, to foster good social and emotional adjustment; to enable students to discover and develop their individual talents through physical development.

A physically educated person:

- participates in physical education for enjoyment, challenge, self-expression, and social interaction;
- exhibits a health-enhancing level of physical fitness by developing cardiovascular endurance, flexibility, muscular endurance, and body composition;
- demonstrates an understanding and respect for the physical and skill level differences among peers;
- demonstrates responsible personal and social behavior while exhibiting sportsmanship through activity;
- demonstrates an understanding of how physical education is an important component of the development of the whole person- spirit, mind, body

Benefits of physical activity for young men:

- live a healthier life style
- increased self-esteem
- less depression
- greater confidence
- increased academic success
- decreased likelihood of developing a number of chronic diseases and unhealthy conditions
- positive feeling about body image

Physical activities at Whetstone:

Boys will participate in physical activities at least five days per week. We will have wilderness activities, intramural and interscholastic sports, along with a wide variety of recreational activities throughout the school week and on weekends. Physical activities will include: hiking, kayaking, biking, soccer, basketball, volleyball, swimming and more!

Community/Social

Overview:

The overall purpose of community and social activities is to help our students develop an appreciation for and the understand the value of helping others in our community, become responsible and effective leaders, encourage positive attitudes, appreciate and value individual differences, and take part in multi-cultural activities.

Whetstone community activities:

Students will participate in volunteer opportunities, educational activities, recreational, and cultural events.

Fine Arts

Overview:

Student will participate in artistic expression from a number of different perspectives and have the opportunity to show and explain his work. We will focus on music, art, cultural enrichment and creativity with a fun, hands on approach.

STEAM

Whetstone Academy is proud to offer a STEAM program. STEAM is a curriculum based on the idea of educating students in four specific disciplines — science, technology, engineering, arts and mathematics — in an interdisciplinary and applied approach. Rather than teach the four disciplines as separate and discrete subjects, STEAM integrates them into a cohesive learning paradigm based on real-world applications. Students entering the world need relevant and applicable experiences in STEAM to be successful in high school, college, and beyond. Our licensed STEAM teacher provides meaningful hands-on experiences for our young men.

Wilderness Adventure Programing - *Walkabouts*

Overview:

We utilize adventure experiences called Walkabouts on the weekends to create and teach students many qualities such as leadership, communication, goal setting, patience, accountability, safety, and self esteem. Challenge by choice is a common theme we live by in these activities. Adventuring should help students transfer their hiking, rock climbing, backpacking or camping experiences to home issues. It's an opportunity to face personal limits and then work on those limits while dealing with the deal with the risks and fears presented. Adventure trips are concrete metaphors for many issues the students face in their lives.

Walkabouts:

We will participate in a wide variety of adventure programs including day hikes, backpacking trips, rock climbing, whitewater rafting, high ropes courses, and snowboarding and skiing.