



Parent Manual

Dear Parents:

Welcome to Copper Canyon Academy (CCA). We are honored you have chosen CCA for your daughter. CCA has been designed to work not only with your daughter, but also with your entire family. We know how difficult it is to have a child who is making poor decisions that could impact the rest of her life, and we also know how difficult it is for you to place your child in the care of someone else. We are committed to making the best possible choices and decisions for your daughter and your family.

CCA has been designed to meet the needs of the individual student. This means your daughter will receive the one-on-one assistance she needs to face the challenges awaiting her. For most teens/pre-teens the road to making new, productive, and rewarding choices has a lot of ups and downs rather than straight smooth roads. Our experience enables us to assist your daughter as she faces the uphill climbs. The CCA program is a “Trailhead to Success,” and gives each young woman the opportunity to develop self-esteem, self awareness, self-confidence, self-reliance, and self-management.

We take very seriously the opportunity to serve you, and we are here to assist your family in any way that we can. Always feel free to contact us any time you have a concern or want to discuss a specific situation regarding your daughter. The following pages have been written to help you understand the rules, procedures, and philosophies of CCA.

Please always feel free to contact us with any questions or concerns you may have at any time.



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Copper Canyon Academy

Copper Canyon Academy is a therapeutic boarding school designed by professionals who are experienced working with young women. The administrative staff at CCA is comprised of seasoned veterans in adolescent care. CCA was created out of a love for teenagers and a desire to see them succeed in life. We have created a personalized school that meets the individual needs of each student. We are committed to achieving success with every student who enrolls at CCA and have created the finest program possible to make that happen.

Mission Statement

Copper Canyon Academy is a community of warmth, respect, mutual cooperation, friendship, leadership and compassion for all students. The students, teachers, therapists, and residential coaches are a team working together for a common purpose and cause. Each student learns to confront the past and look forward to the future by following a proven trail to success. Copper Canyon Academy focuses on emotional, social, physical, and academic growth.

Description of Program

Copper Canyon Academy is designed to assist young women in grades 7-12. Students work to develop themselves in the areas of emotional, mental, physical, spiritual and social growth and development. These five areas are developed by participation in the following:

- Fully accredited academic program (college prep based).
- Family oriented, transitional living experience in the community
- Individual Therapy, Group Therapy and Family Therapy
- Optional Therapy: CBT, EMDR, AA Meetings, Al-Anon Meetings and OA Meetings
- Student Seminars, Parent Seminars and Family Workshops
- Equine Therapy, Equestrian Riding, Choir, Dance and Yoga
- Extensive physical education program, including calisthenics, sports, hiking, and jogging
- Leadership skill building and extensive leadership opportunities
- Competitive sports program: basketball, volleyball, softball and soccer
- Nutritional diet and education
- Outdoor activities
- Community service and interaction
- Social and life skills

Copper Canyon Academy Goals

To provide a school that redirects and enhances the emotional, physical, mental, spiritual and social skills of teenage woman.
To develop a highly qualified and motivated staff that reflects high self-esteem, individuality, creativity and leadership.

- To provide the best therapeutic program designed to reach every student and assist them in building self-esteem, self-confidence, self-awareness, self-reliance, and self-management.
- To provide a comprehensive academic program that brings students up to and beyond grade level, developing confidence and joy in learning.
- To create an atmosphere and a curriculum that fosters self-motivation, accountability, and responsibility.
- To provide an environment where students feel safe, secure, and cared for.
- Designed to create change and new choices.

Questions & Answers

How does CCA work?

We are committed to your daughter's success and have designed a school that we know will make a difference in her life. This is not a guessing game; this school uses techniques and concepts which are proven to be successful. The administrative team has combined academics, a dynamic and diversified therapeutic program, life changing workshops, structure, physical fitness, and a caring living environment to create an atmosphere that is conducive to change. The CCA program is designed to enhance each student's *self-esteem, self-confidence, self-awareness, self-reliance, and self-management*.

What makes CCA different from all the other schools out there?

There are a lot of wonderful schools and programs all over the nation and we feel each one has something to offer. Smaller programs, for example, often can provide a higher degree of individualized attention to students, but often don't have the resources to compete with some features larger programs can offer. The inverse is also true, in that larger programs often can provide services a smaller program could not afford, yet are not able to provide the individualized care parents desire.

At Copper Canyon Academy, we feel we have developed a program which offers "the best of both worlds," and that's what sets us apart.

Our students are assigned to one of three dormitories, or "houses." Each house has its own staff, community supervisor, and assigned therapists, and these staff meet in a weekly "treatment team" to discuss the progress of each student in that house. Girls live in a tight-knit community, similar to a smaller program, and enjoy all the benefits a smaller program would offer them.

At the same time, because we are a larger program, we have the resources to provide the following advantages to our students:

- CCA has an excellent transition program in which upper-level students live for four to six weeks in an approved transition home, run by senior CCA staff. During this time, our students are able to "road test" their new skills prior to returning home for home visits. This element of our program is unique to CCA and virtually unheard of in other programs around the country. A smaller program could not offer this feature.

Other examples of CCA's unique offerings, unavailable in a smaller program, include:

- Horsemanship program
- Championship-level sports programs
- Annual service trips to Mexico (for eligible students)
- Twice-yearly trips to Washington, D.C. for Presidential Classroom (for eligible students)

CCA also offers one of the finest therapeutic programs in the country. Students participate in a variety of therapeutic services including:

- Individual, group, and family therapy
- Equine therapy
- Three dynamic student workshops
- Family Workshops
- Exposure to a variety of 12-step programs, such as Overeaters Anonymous, Alcoholics Anonymous, Narcotics Anonymous, Codependents Anonymous, Al-Anon, etc.

What is special or unique about CCA?

Individual, group, and family therapy, three dynamic student workshops, 3 parent workshops, family workshops, equine therapy, small animal therapy, and AA programs.

CCA has developed numerous supportive programs and opportunities to assist the students in building self-esteem, self-confidence, self-awareness, self-reliance, and self-management.

CCA provides a structured level system that allows the students to develop specific skills and abilities and to demonstrate that learning in their community life. Each level of the program gives the student an opportunity to focus on specific issues and areas of change.

- CCA has developed self-awareness and self-esteem building seminars which are incorporated into every aspect of the overall school. The workshops focus on *accountability, responsibility, results, communication, anger, trust, honesty, and integrity.*

How much involvement will I have as a parent?

Parent/Family involvement is absolutely essential to your student's success. Parents and approved family members are able to write to the student the first day after enrollment. Parents are also involved in weekly phone communication with their daughter's therapist while their daughter is on level one. This type of communication continues throughout the entire enrollment. Short family phone calls are scheduled at the therapist's recommendation during Phase one. Once the student reaches Phase two, family counseling by phone and visits begin with the therapist's approval. (See "Privileges by Phase" and "Visits by Phase" for the complete schedule of family phone calls and visits.) All visits on campus are combined with a family therapy session. During the course of enrollment parents are invited to participate in *Parent Workshops 1, 2 and 3*. CCA parents are able to receive updated pictures of their daughter weekly, academic performance once a month and therapeutic updates once a month online through an exclusive program called "*Parent Checkin.*"

***If you need any assistance with the Parent Check In Website please contact: Summer Bullard shbullard@coppercanyonacademy.com.**

How long will my daughter need to be there?

The average stay at CCA is from 8 to 12 months. We recommend parents plan on having their child enrolled long enough to achieve program graduation. It has taken a lifetime for the issues she is facing to get to this point and we do not believe there is an overnight quick fix. Studies show that long-term programs have the best chance for success. Short-term programs have a 95% relapse rate. We are committed to success and will do everything possible in the time we have to assist you in turning your daughter's life around.

What can I expect while my child is at CCA?

CCA consists of four Phases that your daughter will be progressing through. It is essential she complete the first four Phases before leaving the program. Students are given a Student Workbook, which is divided into levels, which correspond to each phase in our program. As a student progresses from one phase to the next, she is given specific assignments related to the phase she is on. Parents may receive a copy of the Student Workbook (upon request) that enables them to know exactly what their child is working on during each week.

Stages Child & Parent Go Through:

Child

1. Angry
2. Manipulation "Hot Buttons"
3. See the light
4. Work

Parent

1. Relief, can sleep (child in safe place)
2. Question (was it right)
3. Miss them
4. Hold the line (at CCA until graduation)

When will J start seeing results, or when will my daughter start to change?

Change varies with each individual. Typically the first 4 to 8 weeks is a settling-in period. Your daughter is learning to adjust to a new environment, live under new rules, and meet new expectations. There are several stages your daughter will go through as she makes the changes necessary in her life. It is important for you to recognize these stages. Even students who initially are excited to be in a program struggle from time to time when confronted with change.

Typical Behavioral Stages

Stage One: DENIAL.

Many students are initially angry or upset because of being enrolled in a program. Denial is usually classified with comments like:

“I don’t need to be here.”
“If you let me come home I will change.”
“I understand what you want from me now and I am different.”
“I haven’t done anything wrong.”
“My friends are worse than I am.”
“If you leave me here...” “I will kill myself,” “I will hate you forever,” “I won’t ever speak to you again,”
“Don’t waste your money because I will never change.” Etc.

A student will also make comments regarding the facility during this stage, such as:

“This place is awful, if you only knew what went on here.”
“The food is gross, or they don’t feed me.”
“There are bugs, rodents, etc. everywhere here.”
“They are so mean to me here.”
“You have got to get me out of here before I go crazy.”
“All the girls here are a lot worse than I am,” or “I am not like the other girls here, they have...” or
“The other girls here are all lesbians.” Etc.

Stage Two: ACCEPTANCE.

Acceptance is the stage where they are beginning to see the need for a change in their life. Although they would still rather be at home they are starting to make changes. Comments you will receive during this stage are:

“This place is getting better.”
“Some of the staff likes me.”
“The girls are really nice and I have some new friends.”
“I have learned everything I need to and I am ready to come home.”

Stage Three: CHANGING.

Changing is the stage where the student is truly learning and making choices that are promoting healthy experiences. She is beginning to make choices because she truly wants her life to be better.

“I did the most exciting thing this week.”
“My grades are getting better.”
“I learned so much about myself because...”
“I can hardly wait to show you some of the places we have been around here.”
“The girls here are the best friends I have ever had in my life. They are so honest with me.”

Stage Four: PLANNING FOR THE FUTURE.

This occurs when the student is really committed to herself and the future. She is focused on making proactive decisions and choices. The choices she makes are because she wants to have a wonderful future. Typical comments for this stage are:

“I love who I am.”
“I have chosen the College/University I want to attend after high school and this is what I need to do to get accepted there...”
“This is my plan for the future.”
“I need you to set structure for me when I come home.”
“I have truly benefited from my experience at Copper Canyon and this is what the future holds for me...”
“Thank you for giving me the chance to change my life.”

Academics

Copper Canyon features a college prep-focused academic program, and is fully accredited by both the North Central Association Commission on Accreditation and School Improvement (NCA), and the Commission on International Trans-Regional Accreditation (CITA). Copper Canyon teachers are versatile and dedicated, and their qualifications include master's degrees and Arizona teaching credentials. Copper Canyon's program and curriculum are designed to maximize a student's learning potential and joy of learning.

Courses Offered:

The academic program at Copper Canyon Academy offers relatively small classes. Scheduling is customized and individualized, so each student is placed in appropriate classes. The academic program offers core classes needed to earn a high school diploma.

Core Classes (All grade levels available):

- English: Literature, Language Arts.
- Science: Biology, Chemistry, Earth Science, Physics.
- Mathematics: Pre-Algebra, Algebra, Algebra II, Geometry, Trigonometry, Calculus.
- Social Studies: American History, World History, Geography, Psychology, Sociology, Economics, U.S. Government.
- Foreign Language: Spanish, French.

Electives:

- Speech, Journalism, Health, PE, Fine and Performing Arts (including theater), Dance, Choir and Visual Arts.

The Ability to Earn a High School Diploma

Copper Canyon students actively work toward receiving a high school diploma. If a student earns all required credits while at Copper Canyon, she will be awarded a diploma from the school.

By earning a high school diploma, the student builds a foundation of learning and problem-solving expected of a young adult in this society. This is a beginning to being able to function in a complex and changing world and can lead to obtaining viable employment and/or pursuing a post-secondary education.

Develop a Love for Learning

Copper Canyon Academy endeavors to instill in students a love for learning. In addition to obtaining necessary knowledge and skills, students are taught how to learn on their own. This develops self-sufficiency skills which will serve students well. We also hope to encourage students to become lifelong learners.

Become a Critical Thinker

In a pluralistic world where information is expanding at an exponential rate, it is necessary for students to have proficient critical thinking skills to negotiate such a complex society. Critical thinking skills also enable a student to dig deeper into subjects, and to understand in a more substantive level the world around them. Ideally, those skills can also create in students a greater degree of self-awareness and understanding.

Self-Discipline

It is necessary for students to develop self-discipline in order to complete assignments, to master their course work, and to earn a diploma. Self-discipline means not only the ability to complete tasks that are unpleasant and difficult, but it also translates into staying focused, remaining persistent, and being organized. These traits serve the student throughout her lifetime.

Course Load

Each student at Copper Canyon Academy takes five to six classes during the fall and winter semesters and two to three classes during the summer session. Up to 7.5 credits can be earned in a 12 month period of time. Because of scheduling constraints and the added summer session, the short-term sequencing of classes may seem at variance from that of a traditional school setting. However, over the course of a year, the CCA Academic Department will remedy and make whole any previous gaps in a student's schooling.

Block Schedule

Except for the summer session, a block schedule is followed at Copper Canyon Academy. Three classes are scheduled each day, with a different three classes scheduled on alternating days, totaling six core classes that a student can take each semester. The school day begins at 8:25am, and each class meets for 85 minutes, with ten minute breaks between classes. There is a 30-minute lunch break. There is also a one-hour constructive time directly after lunch when students can study and catch up on homework, or receive tutoring from teachers.

College Planning

In preparation for college, juniors and seniors are expected to take the SAT and/or ACT while enrolled at Copper Canyon Academy. Tutoring and test preparation is encouraged and is available through trained teachers. Upper-division students are provided a full array of college counseling services. A list of 4-year colleges to which CCA students have been accepted is available.

Field Trips

Students participate in educational field trips to sites around Arizona, drawing upon the cultural and natural history of the area. Each field trip provides students with learning experiences in science, history, nature, English composition, culture, and art. More extensive traveling classrooms include participating in the Presidential Classroom in Washington, D.C., competing in the Utah Shakespearean Festival, and volunteering at a Mexican orphanage.

SAT/ACT Preparation Classes

Students who are preparing to take the SAT or ACT are strongly encouraged to participate in a SAT/ACT preparation class during the semester before her exam. These intensive workshops prepare each student to maximize her potential during the exam

Student Profile

Copper Canyon Academy enrolls young women grades 7-12. Students who are appropriate for Copper Canyon Academy exhibit one or more of the following:

- Poor Choice of Friends
- Drug and Alcohol Use
- Depression
- Angry
- Low Self-Esteem
- Peer Conflict
- Poor Impulse Control
- Lying / Cheating
- Isolation from Family and / or Friends
- Family Discord / Does Not Respect Rules
- Poor Decision Making
- Sneaking Out / Running Away
- Anxiety
- Lack of Boundaries
- Poor Social Skills
- Manipulative
- Self-Centered
- Feeling Abandoned
- High Risk Behavior
- Poor Body / Self Image
- Lack of Organization / Lack of Focus
- Underachieving / Un-Motivated

Emotional

The emotional component at Copper Canyon Academy assists with the growth of each student. Counseling is utilized to resolve issues, rebuild the family relationship, and overcome emotional obstacles the student is confronting. Participation in a series of seminars and workshops helps students and parents to focus on specific issues with a variety of different approaches.

Individual Therapy: Student is assigned to a therapist that meets with her weekly.

Group Therapy: Student is assigned to a caseload that meets twice a week.

Family Therapy: Therapist will hold family sessions over the phone and in person based on the girls level in the program.

Student Workshop 1 - Awakening (Parents/Students Separately): This is a three-day seminar emphasizing the power of beliefs, trust, importance of agreements, personality types, what is working and what is not working, accountability, choices, and building healthy loving relationships.

Student Workshop 2 - Awareness (Parents/Students Separately): Participants learn to risk, move on in their life, let go of choices that are keeping them stuck, gain self-worth, develop greater self-discovery, and discover unlimited choices for strength and rebuilding family relationships.

Student Workshop 3 - Purpose (Students only): This three day seminar is focused on the student's purpose and what they want out of their life. Most importantly, they are taken through steps of healing, which leave them with an increased sense of self and love.

Parent Workshop 1: Some of the topics covered are: goal setting with your teen, communication skills, issues of control, setting limits and boundaries, parenting styles and child types, relationship skills, how to offer choices, and things to do while your child is at the therapeutic boarding school. These are just a few of the topics that will be covered.

Parent Workshop 2: This workshop is all about practice, practice, practice. You will experience role plays using real life scenarios from your home visits. You will learn how you can incorporate the skills and tools that you have been taught more effectively. You will be given tools and ideas to prepare for your daughters arrival home.

Equine Therapy: Students learn the basics of herd communication, barn safety, grooming and on-the-ground work with the horses while applying their experiences to issues in their own lives.

Yoga/image sculpting: Students learn the various postures that provide stretching, relaxation and exercise as well as discussing body image and belief systems about physical well being.

12-Step Groups: Students have the opportunity to attend up to five on-campus and two off-campus 12-step groups per week. These include AA, NA, CODA, and G-12. In these groups students learn about triggers and healthy alternative to drug and alcohol abuse, excessive internet use, food issues, and codependency, among other compulsive / addictive behaviors.

Academic

Copper Canyon Academy has a college prep focused academic program, and is fully accredited by the North Central Association of Colleges and Schools. The faculty hold Arizona credentials, master's degrees, or both. Copper Canyon Academy's academic program is designed to maximize a student's learning potential and joy of learning.

Core Classes (All grade levels available): English, Literature, Language Arts; Science: Biology, Chemistry, Earth Science; Mathematics: Pre-Algebra, Algebra, Algebra II, Geometry, Trigonometry, Calculus; Social Studies: American History, World History, Geography, Psychology, Sociology, Economics; Foreign Language: Spanish, French

Electives: *Speech, Journalism, Health, PE, Psychology, Fine and Performing Arts, including Theater, Choir, and Visual Arts.*

The Ability to Earn a High School Diploma: By earning a high school diploma the student builds a foundation of learning and knowledge expected of a young adult in this society.

Develop a Love for Learning: This leads students to become life-long learners, a necessary trait to being successful in this complex and changing world.

Become a Critical Thinker: This skill is used on oneself to create a greater degree of self-awareness and understanding, which can lead to reaching a greater potential in oneself.

Self Discipline: It is necessary for students to develop self discipline to complete assignments, classes and earn a diploma. This trait serves the student throughout her lifetime.

Course Load: Each student at Copper Canyon Academy takes 5-6 classes during the fall and spring semesters and 2-3 classes during the summer session. Up to 7.5 credits can be earned in a 12-month period of time.

Block Schedule: Three classes are scheduled each day, with a different three classes scheduled on alternating days, making six core classes a student can take each semester.

College Planning: In preparation for college, juniors and seniors are expected to take either the SAT and/or ACT while enrolled at Copper Canyon Academy. Tutoring and test preparation sites are available by trained teachers. Upper-division students are provided a full array of college counseling services.

Field Trips: Students participate in educational field trips around Arizona, drawing upon the natural history of the area. Each field trip provides students with learning experiences in science, history, nature, English composition, culture, and art. More extensive traveling classrooms include participation in the Presidential Classroom in Washington, D.C., and attendance at the Utah Shakespearean Festival.

Physical

Physical fitness is a daily part of life at Copper Canyon Academy. All aspects of a student's life are enhanced when good physical health has been achieved. Physical activity is essential to building self esteem, health and self-awareness.

Exercise: Daily structured exercise program designed to maximize fitness and health. Exercise includes a combination of jogging, aerobics, circuit training, calisthenics, stretching, sports, walking, etc.

Sports Program: Volleyball, Basketball, Softball, & Soccer are the seasonal sports offered. Copper Canyon Academy is a member of Central Sports Conference, a league created for schools in Central Arizona to participate in healthy sports competition.

Extra Curricular Activities: Regular hikes in scenic central Arizona to explore the wonders of nature. Horseback riding is offered for students on campus.

Well Balanced Diet: Healthy, well-balanced, nutritional meals with fresh fruits and vegetables are served at each meal. Students learn the benefits of eating nutritionally.

Spiritual

Spirituality is encouraged. Students are given the chance to discover for themselves the existence of a Supreme Being and gain strength from that knowledge. Time is set aside each week for students to spend focusing on their own individual spirituality.

Service Projects: Students also participate in service projects to experience feelings only felt when serving others, creating self esteem and happiness.

Outings in Nature: Hiking and camping excursions give the students a chance to draw closer to the beauty and wonders of nature, allowing time to meditate in the openness and grandeur of the outdoors.

Religious Services: Students from phase 2 and up are given the opportunity to attend a religious service two times a month off campus. Services include Christian, Jewish, Catholic, and the LDS church.

Social

Building a community of teamwork, friendship, and respect is a key element at Copper Canyon Academy. Students assist one another. Students and staff work together to form a team. Developing healthy social skills enables students to feel comfortable in any setting.

Learning social skills and interaction in the community is a daily way of life. Involvement in the community teaches the importance of social interaction.

Transition

What is Transition?

Transition at Copper Canyon Academy is one of the most informative and useful tools we have for assessment. We believe that the safest way to test the strength of the new behaviors in the student's life is to provide opportunities that more closely resemble the "real life" environment the student will encounter upon her return home. By allowing the student supervised encounters with less structured situations, behaviors that no longer show up in the structured life of the school may come to the surface. This type of organized approach to observing and assessing behavior provides the treatment team with a significant tool for determining the level of internalization of desired behavior changes and provides the student with an opportunity to slowly ease her way back home.

It is important that students are provided with learning opportunities that ease their way from the strict structure of daily life in a program to the looser structure of life at home. Transition is an important "step-down" component that provides assessment and support as the student works to apply and internalize all that they have learned from the program. Transition provides a bridge between the institutional structure and the structure at home. The CCA transition program is set up as an assessment and evaluative tool in our treatment sequence. When students have proven that they have identified changes that need to be made, have made the changes within the context of the setting, and then have practiced the changes over time, they become eligible to enter the transition part of the program.

Each student in transition continues to abide by the program rules as well as the rules set up by each household. She is given chores, homework, and other duties she needs to accomplish in order to continue her transition process. The students are expected to be organized and plan their daily responsibilities. This includes therapy, schoolwork, and even their work hours if they obtain a job while in transition. It is the responsibility of the transition parent to follow up with the student's responsibilities and to ensure that they arrive on time to all activities and meetings sponsored by CCA. It is also the responsibility of the transition parent (Senior CCA Staff Member) to inform the treatment team of all progress and any problematic behavior difficulties that are encountered while the student is in their home.

Students are considered for placement in an on campus transition home around the end of Phase 3 or the beginning of Phase 4. Transition lasts from four to six weeks, depending on the issues and the progress each student makes. During the transition period weekly assessment sheets are completed by the transition parents and are then reported to the treatment team, therapists, and parents/guardians. The transition parent (Senior CCA Staff Member) is also available for consultation as needed by parents/guardians, should any concerns arise.

An organized approach to observing and assessing behavior provides the treatment team with a significant tool for determining the level of internalization of desired behavior changes. If serious problems arise while the student is living in transition, she can move back into the higher structure of the school setting to work through the problem and plan for her return to transition. We feel that this approach provides significant benefit to the student and her family as well as giving the treatment team a valuable measure of the students progress.

Family Workshops

Our workshops are designed for both the parents and the students. We feel it is very important that the parents and their daughters are learning the same tools, language, concepts and principles so they can apply them when they get back home. We want this learning to be lasting and for the families to be able to take it back to the home environment. You will see that the first and second workshop mimic each other so parent and daughter are receiving the same experience, same tools, same language and is truly a parallel learning process.

It is recommended that the parents register for the first workshop within 90 days of their daughter's enrollment at CCA. The next offering for the parents is the Parent 2 Workshop. It is recommended that parents sign up for this workshop while their daughter is at the beginning stages of their third Phase in the program. The final offering is the Parent 3 Workshop and it is recommended that parents attend that when their daughter has almost completed Phase 3 or started Phase 4 in the program, with the idea that this workshop prepares the families for the Phase 4 home visits and eventually for the transition home after graduation from CCA. Workshops for parents and students were developed to enhance self-esteem, take accountability for one's choices, promote integrity and trust, emphasize the importance of keeping agreements, improve communication skills, repair relationships, prepare for the transition home and bring hope back into the participants' lives. Participants are immersed in a combination of educational and experiential activities which promote the opportunity to evaluate the negative results of past choices and begin making effective new ones.

Level 1 Workshop: (Parents/Students Separately) This is a three-day workshop emphasizing the power of beliefs, trust, importance of agreements, personality types, what is working and what is not working, accountability, choices, and building healthy, loving relationships. Participants gain a powerful feeling of pride and often see a new hope for the future and especially the reality of having a healthy functional family.

Level 2 Workshop: (Parents/Students Separately): This is a three day workshop that will introduce you to the Arbinger Institute materials; The Choice and The Choice in Peace Building. This material will guide you in looking at all of your relationships, your part in them, and empower you with tools moving forward to create healthy relationships. You will leave the workshop with a specific plan in the creation of healthy, trusting relationships. Parents and their children can learn all of the skills in the world, but if there is not a relationship established they will be very ineffective in applying those skills to the relationship. The workshops are designed to create a parallel learning process between parents and students as you go through the exact same material, learning the same language, which provides a powerful outcome when both parent and daughter come together again.

Level 3 Workshop: (Students Only) This is a three day workshop that is all about practice, practice, practice. We will be practicing conflict resolution, beginning to gain trust and where to start with how to gain trust back, creating a positive peer support group, and reviewing your family plan (rules, structure, consequences, rewards). Our experience has taught us that your success will depend upon the trust in the relationship and the people your daughter begins to surround herself with. Your child will be in attendance all three days to practice and implement the tools you have learned in the first workshop. I begin to be prepared for your home visits and eventually their return home.

Level 3 Workshop (Parents/Students together) This is a three day workshop that is all about practice, practice, practice. We will be practicing conflict resolution, beginning to gain trust and where to start with how to gain trust back, creating a positive peer support group, and reviewing your family plan (rules, structure, consequences, rewards). Our experience has taught us that your success will depend upon the trust in the relationship and the people your daughter begins to surround herself with. Your child will be in attendance all three days to practice and implement the tools you have learned in the first workshop. I begin to be prepared for your home visits and eventually their return home.

You must register for Parent Workshops

****For Additional Information, dates, or scheduling: www.aspenseminars.com**

**Or contact Summer Bullard (928) 567-1322 [ext. 144](tel:9285671322)
shbullard@coppercanyonacademy.com**

Exercise at CCA

The overarching philosophy of exercise at Copper Canyon Academy is that it should be **fun, vigorous, and become a lifelong habit.**

The American College of Sports Medicine (ACSM) defines aerobic exercise as "any activity that uses large muscle groups, can be maintained continuously, and is rhythmic in nature." The keys are to make these activities **fun**, offer **variety**, and emphasize **health benefits** to students.

We believe emotional health is impossible without physical health. Exercise provides stress relief and contributes to both physical and emotional well-being. According to the U.S. Department of Health and Human Services (HHS), "compared to those who are inactive, physically active youth have higher levels of cardio respiratory fitness and stronger muscles...typically have lower body fatness, their bones are stronger...and they may have reduced symptoms of anxiety and depression."

HHS goes on to say that "youth can achieve substantial health benefits by doing moderate- and vigorous-intensity physical activity for periods of time that add up to 60 minutes (one hour) or more each day."

As such, each student at Copper Canyon will participate in a **minimum** of five one-hour exercise sessions per week, each of which will include a minimum period of 30 minutes with a cardiovascular component (getting up the heart rate). This will be in addition to any additional athletic / team sports or hikes they may also participate in.

We strike a balance between choosing activities which are fun and engaging while also being rigorous, and mixing it up enough that the students stay engaged and interested. We also play music during exercise to help the girls get going and to make it more fun for them.

Exercise will be supervised by the Athletic Director or his designee at all times. A Supervisor or Director must be present, in addition to the full team of Residential Coaches on duty, to ensure all students participate and fitness goals are reached. Staff will check off each student to confirm they did warm-ups and participated in the activity.

The Athletic Director will also sign off on each student's move up sheet to confirm they are making effort in exercise, which will be a requirement of moving up to each level. Level status will be dependent on maintaining consistent effort in exercise.

The Athletic Director will also, in consultation with Program Director and Residential staff, select a student “athlete of the week” and post her picture in the cafeteria to acknowledge her efforts in exercise. This award will be based on effort and improvement, not just athletic ability.

We will also have a monthly “field day,” monitored by the Athletic Director, which will double as a way to measure and track fitness levels. This is part of our purpose at CCA of empowering young women, as we want them to feel the positive benefits of exercise and be able to show it in a measureable way.

All exercise periods will begin with calisthenics and warm-ups which are mandatory. This will include stretching followed by walking one-half mile and / or running one-quarter mile. Following this will be rigorous group exercise, changing daily.

Whenever possible we will also do cool down so the hour breakdown will be 10 minutes warm-ups, 40 minutes exertion (different every day so that variety is achieved and girls are engaged), 10 minutes cool down. The breakdown of this schedule will be as follows:

Every exercise session begins with stretching and warm-up laps followed by:

- MON:** Exercise for Willow House & Sycamore House (Juniper in Caseload Group). Small-scale team sport such as Basketball or Volleyball decided by and supervised by Athletic Director.
- TUES:** Exercise for Juniper House (Willow and Sycamore in Caseload Group).
Small-scale team sport such as Basketball or Volleyball decided by and supervised by Athletic Director.
- WEDS:** Exercise for whole campus. Track and Field activities supervised by Athletic Director. Once per month this will be a Fitness Measurement day which will allow us to measure student fitness month-to-month.
- THURS:** No exercise (All houses have Caseload Group).
- FRIDAY:** Exercise for whole campus. Large-scale team sport such as Soccer, Kickball, or Softball decided by and supervised by Athletic Director.
- SAT:** Exercise for whole campus – Aerobic dance. According to the Department of Kinesiology and Health at Georgia State University, vigorous dance is a proven and effective form of aerobic exercise. These dance classes, such as Zumba or Hip-Hop, are taught and supervised by Eric Anglia, a professional dance instructor who once was part of Michael Jackson’s performing troupe.
- SUN:** Exercise for whole campus. Intramural activity such as Capture the Flag, Soccer, Ultimate Frisbee, Softball, or other activity as decided by Athletic Director and supervised by House Supervisor on duty.

In the case of inclement weather (extreme cold or heat, precipitation, etc.), the Athletic Director may, at his or her discretion, call for indoor exercise. This could include a group activity such as dodge ball, dancing, or basketball drills in the Multi-Purpose Room, or exercise videos or dancing in each individual house.

In this case, the Athletic Director will rotate and observe each house to ensure a cardiovascular benefit is being achieved. Warm-ups and cool down will still be maintained and the period will last one hour regardless of if the exercise period is inside or outside.

A more detailed Policy and Procedure follows.

OBJECTIVE

- Develop a uniform exercise program which can be utilized throughout campus to promote health and well being.

HEALTH BENEFITS

According to ACSM and HHS:

- Exercise can control weight, build lean muscle, and reduce fat.
- Exercising to maintain a healthy weight decreases a person's risk of developing diseases such as type 2 diabetes and high blood pressure.
- Exercise helps build and maintain healthy bones, muscles, and joints.
 - Women are especially prone to a condition called osteoporosis as they get older. Studies have found that weight-bearing exercise, like jumping, running or brisk walking, can help women keep their bones strong.
- Exercising causes the body to produce endorphins, chemicals that can help a person to feel more peaceful and happy.
- Moderate physical exertion can help students sleep better.
- Physical activity can also help some people who have mild depression and low self-esteem.
- Students are able to work on goal setting by improving upon previous accomplishments

GOALS

- To provide a fun, challenging, structured workout routine.
- Provide a tool for staff to utilize during daily exercise periods
- To encourage students to give their best effort
- To explore many sporting options in an effort to cross train students

Exercise Procedures:

- Students are to be fully dressed out for exercise prior to scheduled fitness time. Athletic shoes or sweatpants and athletic shoes. Flip flops, sandals, or boots are not permitted.
- Students are to arrive at exercise on time and ready to participate.
- Exercise is not to be cancelled unless approved by Athletic Director, Program Director or Executive Director.
- When weather restricts the use of the outdoor facilities a physical fitness workout video or indoor activities are to be substituted for the exercise period. Only Athletic Director or higher ranking Director can authorize this and Athletic Director or designee will supervise.

- Students are to participate in exercise unless they have a **current medical note stating otherwise.** If a student becomes ill and the nurse can not be contacted lead staff will determine if student can continue to participate, with final call coming from Athletic Director.
- Students are to bring a full bottle of water to every session.
- Before leaving the dorm, staff needs to make sure the common area is clean and that students have water bottles and are dressed appropriately.
- **All staff should have a radio during exercise for communication.**
- Roll call should be taken before leaving for exercise.
- Students are to walk to exercise in a single file line with **one staff at the front of line and one staff at end of line.**
- Staff members are to locate themselves at the corners of the track.
- Staff are not to sit in chairs but are expected to instruct, officiate or participate in some way
- When exercise is completed girls should line up for a role call, and then proceed back to dorm in a single file line. Once again **one staff at the front of the line and one staff at end of line.**

Winter Schedule:

- Monday thru Friday 3-4 pm on days that students are not in caseload.
- Saturday and Sunday 10-11 am

Schedule

MONDAY TO FRIDAY

6:00 AM	Wake Up, Room Jobs, Common Jobs, Breakfast
8:30 AM	School
11:30 AM	Lunch
12:00 PM	School
2:30 PM	Group Therapy, Constructive Time,* Physical Fitness/ Exercise, Showers
5:00 PM	Dinner
6:00 PM	Homework, Cleaning, Movie (Friday Night)
8:30 AM	In bed - Lights Out
9:00 PM	Shutdown – No Talking (Shutdown is 10:00 PM on Friday)

SATURDAY

8:00 AM	Get up / Dress
8:30 AM	Breakfast
9:00 AM	Major Clean, Level 1 Outside Activity, Level 2 and above Hike or other activity
1:00 PM	Lunch
1:30 PM	Kitchen jobs, showers
3:00PM	Free time
4:00 PM	*Physical Fitness/Exercise
5:00 PM	Dinner
6:00 PM	Clean up
7:00 PM	Activity - Movies – Games
9:00 PM	Free time
9:30 PM	Prepare for bed
9:45 PM	In bed - Lights out
10:00 PM	Shutdown – No Talking

SUNDAY

8:00 AM	Get up / Dress
8:30 AM	Breakfast
9:00 AM	Clean up, bedroom jobs
10:30 AM	Personal spiritual time
11:00 AM	Motivational Movie
12:30 PM	Lunch
1:00 PM	Kitchen jobs, showers
2:30 PM	Outside activities/*Physical Fitness
3:30 PM	Study hour
5:00 PM	Dinner, clean up
6:30 PM	Personal Care Night
8:00 PM	Evening meds
8:15 PM	Prepare for Bed
8:45 PM	In Bed - Lights Out
9:00 PM	Shutdown – No Talking

- Times change for the summer/winter due to daylight and temperature.

Privileges by Phase

PHASE 1 – Willingness

- Letter writing to family only
- Eligible for **one - five minute “Check in”** phone call after one month and each month thereafter **upon therapist’s approval**
- All exercise and sports on grounds only
- Parents will talk to therapist every week for up to thirty minutes. (Parent is responsible for calling in.) “Check in” call will be at the beginning or end of this call.
- No make-up and only clear nail polish.

PHASE 2 –Trust

- Eligible for all privileges of Phase 1.
- Eligible for hikes.
- Eligible for academic field trips and experiences.
- Eligible for attending place of worship twice a month.
- Off grounds exercise and sports with direct supervision
- Eligible for 2 thirty minute family therapy phone calls per month with parents/guardians upon therapist’s approval (*Parent/guardian is responsible for calling in.*)
- Eligible for one on-campus visit each month: (see “Visits by Phase”)
- No make-up and only light modest polish.

PHASE 3 – Leadership

Eligible for all privileges of Phase 2

- Conservative make-up may be worn, and must be approved by the Residential Supervisor.
Only mascara, blush and lip gloss may be worn.
 - Mascara - may be used on eyelashes only and may not be used as eyeliner
 - Blush – may be worn on cheeks only and may not be used as eye shadow
 - Lip gloss – clear only
- Eligible for 2 thirty minute family therapy phone calls per month with parents/guardians upon therapist’s approval
- Eligible for 1 off campus visit per month with therapist’s approval: (see “Visits by Phase”)
- Eligible for 2 off campus activities per month
- Eligible for transitional living experience in the later part of Phase 3

PHASE 4 –Hope

- Eligible for all privileges of Phase 3.
- Eligible for one thirty-minute phone call with parents, weekly.
- Two family therapy calls per month.
- Eligible for all off campus activities each month.
- Eligible for 1 home visit each month with therapist’s approval: (see “Visits by Phase”)

**SIGNOFF SHEET FOR “PHASE ONE” ADVANCEMENT
WILLINGNESS**

Name:	Date of Last Move Up :	Date	Signature
PHASE ONE – TASKS			
Complete Student Workbook Introduction and Life Story			<i>Therapist</i>
Journal at least 4 out of every 7 days. No inappropriate pictures or language. Date and number each entry			<i>Therapist</i>
Student has made a searching personal inventory of all harm done to self and others. This list of offenses is to be typed, single spaced with room to add additional behaviors as they are identified. The list is to be specific. (Work with your therapist on the development of this list.) Use “Harms Inventory Template”			<i>Therapist</i>
Has written and read a letter of accountability to parents for why she is here.			<i>Therapist</i>
Has moved out of denial, resistance or passivity and is verbalizing in group and beginning to receive feedback on Emotional/Social skills from move up work.			<i>Therapist</i>
Write a two-paged Reading Response on “ <i>The Four Agreements: A Practical Guide to Personal Freedom</i> ” written by Don Miguel Ruiz. Typed, New Times Roman, 11pt, 1.5 spacing			<i>Therapist</i>
Knows & can define the “Four Agreements” & gives examples from her own life of personalizing, assuming, being impeccable with her word, & doing her best. Present in group.			<i>Therapist</i>
Takes an active role in the participation of developing the treatment plan			<i>Therapist</i>
Has learned the format for, and is beginning to use “I feel” statements. Has read handout via therapist about “I feel” statements and can describe what it is and how to use “I feel” statements			
No more than 4 work hours			<i>Community Director</i>
Complete workshop (1 or 2)			<i>Clinical Director</i>
Has presented her move up presentation to the community			<i>Treatment Team</i>
EMOTIONAL			
Is beginning to hear feedback without becoming defensive.			<i>Treatment Team</i>
Is beginning to regroup quickly when told “no” and is beginning to accept delayed gratification			<i>Treatment Team</i>
Has developed an attitude of willingness to accept & work the program			<i>Treatment Team</i>
Is beginning to spontaneously verbalize the need to make changes.			<i>Treatment Team</i>
Is beginning to identify strategies for managing her emotions, attitudes & conflicts			<i>Treatment Team</i>
SOCIAL SKILLS			
Is beginning to make appropriate greetings including saying “good morning/afternoon” to staff, students.			<i>Treatment Team</i>
Is beginning to make eye contact and shake hands when appropriate.			<i>Treatment Team</i>
Has learned appropriate table manners and is beginning to use them			<i>Treatment Team</i>
Is beginning to manage and limit the use of profanity, vulgarity, and slang.			<i>Treatment Team</i>
Is beginning to be courteous, considerate and respectful of self & others			<i>Treatment Team</i>
ACADEMIC			
Demonstrates a sustained and consistent level of effort, engagement, willingness, and performance in all current classes.			<i>Refer to red sheet</i>

Ready to Submit: _____
Therapist Signature Date

Harms List

A list of personality defects, violations of moral principles, defects in character, maladjustments, and dysfunctional behavior.

1. This inventory is **not** an exercise in beating yourself up. Be scrupulously honest but be fair to yourself. Inventory your strengths as well as your defects.

2. The following checklist merely **suggests** what some people consider flaws. You must decide how they fit with your own moral code. Do not be limited by this list—add your other flaws and assets. In this harms list you begin to discover **your** values – what **you** consider right and wrong, functional and dysfunctional behavior—and how you live up to **your** standards

	Whom did I harm, and what did I do or not do?	Had I been: 1. Selfish/self-seeking 2. Dishonest 3. Frightened	Where was I at fault? How did I betray my values?	What was the payoff I got out of it?	What was I afraid of losing or not getting?	Self-justifying thoughts and core beliefs? E.g., “My brother deserved it”	How did it make you feel?	What could I have done instead?
1								
2								
3								
4								

Whom did I harm?

PEOPLE	PEOPLE	INSTITUTIONS
<p>Co-Workers Cousins Self Father Mother Boy Friends/Lovers Brothers Sisters Sponsors Employers A.A. Friends Acquaintances Aunts Best Friends C.A. Friends Childhood Friends Clergy</p>	<p>Creditors Doctors Employees Girl Friends Husbands In-Laws Judges Lawyers Life-long Friends Parole Officers Police Probation Officers School Friends Teachers Uncles Wives</p>	<p>Authority Bible Child Protection Church Correctional System Education System Government Law Marriage Health/Mental Health System Nationality Philosophy Races Religion Society</p>

SELFISH	DISHONEST	FRIGHTENED (OF)
<ul style="list-style-type: none"> · Not seeing others point of view, problems or needs · Wanting things my way · Wanting special treatment · Wanting others to meet my needs–dependence · Wanting what others have · Wanting to control–dominance · Thinking I'm better–grandiosity · Wanting to be the best · Thinking others are jealous · Wanting others to be like me · Being miserly, possessive · Wanting more than my share · Reacting from self loathing, self righteousness · Too concerned about me · Not trying to be a friend · Wanting to look good or be liked · Concerned only with my needs · Manipulating others to do my will · Putting others down internally or externally to build me up · Engaging in character assassination · Acting superior · Acting to fill a void · Engaging in gluttony or lusting at the expense of another person · Ignoring others' needs · Trying to control others · Getting revenge when I don't get what I want · Holding a resentment · Acting to make me feel good 	<ul style="list-style-type: none"> · Not seeing or admitting where I was at fault · Having a superior attitude–thinking I'm better · Blaming others for my problems · Not admitting I've done the same thing · Not expressing feelings or ideas · Not being clear about motives · Lying, cheating, stealing · Hiding reality–not facing facts · Stubbornly holding on to inaccurate beliefs · Breaking rules · Lying to myself · Exaggerating, minimalizing · Setting myself up to be “wronged” · Expecting others to be what they are not · Being perfectionistic 	<ul style="list-style-type: none"> · Peoples' opinions · Rejection, abandonment · Loneliness · Physical injury, abuse · Not being able to control or change someone · My inferiority, inadequacy · Criticism · Expressing ideas or feelings · Getting trapped · Exposure, embarrassment

Fears list:

<p>abandonment aging anger authority figures being alone being deceived being found out being myself change compliments confrontation creditors death denial, my disapproval disease divorce embarrassment employment facing myself failure fear feelings financial insecurity flying fourth & fifth steps future, the</p>	<p>needing anyone not being good enough not being happy not being liked not being perfect people (specify who) police, the poverty procrastination rape rejection relationships resentments, my responsibility risks saying that I can't do something sex sponsor, my success unemployment unknown, the violence work</p>	<p>getting fat or thin God going home going out on a "whim" having children homelessness homosexuality honesty humiliation hurting others I'm a fraud and others will find out incarceration intimacy IRS, the letting go living loneliness losing hope love mediocrity money</p>
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Glossary of words used in the harms list:

Character	Moral vigor or firmness, especially as acquired through self-discipline.
Defect	Lack of something necessary for completeness; flaw; weakness, fault; same as Shortcoming.
Dishonest	The act or practice of telling a lie, or of cheating, deceiving, stealing, etc.
Exact	Precise, detailed.
Fault	Something done wrongly, an error or mistake
Fear	Painful emotion marked by alarm, dread, anxiety, agitation, uneasiness, apprehension, etc.
Frightened	A temporary or continual state of Fear. Anxious.
Inconsiderate	Without thought or consideration of others.
Nature.	The essential characteristic of a thing.
Self-centered	Occupying or concerned only with one's own affairs (same as Selfish).
Self-seeker	A person who seeks only or mainly to further his own interests.
Selfish	Too much concerned with one's own welfare or interests and having little or no concern for others (same as self-centered).
Shortcoming	Falling short of what is expected or required (same as Defect).
Wrong	Immoral, improper; not suitable or appropriate.

Checklist of Flaws and Assets

4 Character Defect	Opposite Asset 4
aggressive, belligerent	good-natured, gentle
angry ²	forgiving, calm, generous
apathetic	interested, concerned, alert
apprehensive, afraid	calm, courageous
argumentative, quarrelsome	agreeable
arrogant, insolent	unassuming, humble
attacking, critical	fair, self-restrained
avoidant	faces problems and acts
blocking	honest, intuitive
boastful	modest, humble
careless ¹	careful, painstaking, concerned
cheating	honest
competitive (socially)	cooperative
compulsive	free
conceited ¹ , self-important	humble, modest
contradictory, oppositional	reasonable, agreeable
contrary, intractable, pigheaded	reasonable
controlling	lets go, esp. of other's lives
cowardly	brave ⁴
critical ³	non-judgmental, praising, tolerant,
cynical	open-minded
deceitful	guileless, honest
defensive	open to criticism
defiant, contemptuous	respectful
denying	honest, accepting
dependent	accepts help but is self-reliant
depressed, morose	hopeful, optimistic, cheerful ⁴
dirty, poor hygiene	clean ⁴
dishonest ³	honest
disloyal, treacherous	faithful, loyal ⁴
disobedient	obedient ⁴
disrespectful, insolent	respectful, reverent ⁴
enabling	setting boundaries, tough love
envying ^{2,3}	empathetic, generous, admiring
evasive, deceitful	candid, straightforward
exaggerating	honest, realistic
faithless, disloyal	reliable, faithful
falsely modest	honest, has self-esteem
falsely prideful ^{2,3}	modest, humble
fantasizing, unrealistic	practical, realistic
fearful ³	confidant, courageous

forgetful	responsible
gluttonous ² , excessive	moderate
gossiping ³	closed-mouth, kind, praising
greedy ^{2,3}	moderate, generous, sharing
hateful ³	forgiving, loving, concerned for others
hypersensitive	tolerant, doesn't personalize
ill-tempered ¹ , bitchy	good-tempered, calm
impatient ³	patient
impulsive, reckless	consistent, considered actions
inconsiderate	thoughtful, considerate
indecisive, timid	firm, decisive
indifferent, apathetic, aloof	caring
inflexible, stubborn	open-minded, flexible
insecure, anxious	self-confident, secure
insincere ³ , hypocritical	sincere, honest
intolerant ¹	tolerant, understanding, patient
irresponsible, reckless	responsible
isolating, solitary	sociable, outgoing
jealous ^{1,3}	trusting, generous, admiring
judgmental	broadminded, tolerant
justifying (own actions)	honest, frank, candid
lack of purpose	purposeful
lazy, indolent	industrious, conscientious
loud	tasteful, quiet
lustful ²	healthy sexuality
lying ³	honest
manipulative	candid, honest, non-controlling
masked, closed	honest, open, candid
nagging	supportive
narrow minded	open minded
obscene, crude	modest, courteous
over emotional	emotionally stable
perfectionistic	realistic goals
pessimistic	realistic, hopeful, optimistic, trusting
possessive	generous
prejudiced	open-minded
procrastinates ³	disciplined, acts promptly
projecting (negative)	clear sighted, optimistic
rationalizing	candid, honest
resentful ^{1,3} , bitter, hateful	forgiving
resisting growing	willing to grow
rude, discourteous	polite, courteous ⁴

sarcastic ¹	praising, tolerant
self-important ³	humble, modest
self-centered	caring of others
self-destructive, self-defeating	self-fulfilling
self-hating	self-accepting, loving
self-justifying ³	admitting wrongs, humble
self-pitying ³	grateful, realistic, accepting
self-righteous	humble, understanding
self-seeking ³	selfless, concerned for others
selfish ^{1,3}	altruistic, concerned with others
shy	outgoing
slothful (lazy) ^{2,3}	industrious, taking action
spiteful, malicious	forgiving
stealing	honest
stubborn	open-minded, willing
sullen	cheerful
superior, grandiose, pretentious	humble
superstitious	realistic, no magical thinking
suspicious	trusting
tense	calm, serene
thinking negatively ³	being positive
treacherous	trustworthy
undisciplined, self-indulgent	disciplined
unfair	fair
unfriendly, hostile, bitchy	friendly ⁴
ungrateful	thankful, grateful
unkind, mean, malicious, spiteful	kind ⁴
unsupportive of others	supportive
untrustworthy, unreliable, dishonest	trustworthy ⁴
useless, destructive	helpful ⁴
vain	modest, humble
vindictive	forgiving
violent	gentle
vulgar ³	polite
wasteful	thrifty ⁴
willful	accepting of the inevitable
withdrawn	outgoing
wordy, verbose	frank, to the point, succinct

Other dysfunctional ways of acting, feeling or thinking which cause others or me pain (specify in the following *Review of Flaws*).
See source footnotes on page 2.

SIGNOFF SHEET FOR “PHASE TWO” ADVANCEMENT HOPE

Name:	Date of Last Move Up:	Date	Signature
PHASE TWO – TASKS			
Complete Student Workbook chapters 1 and 2			Therapist
Submit posters defining 5 behavioral changes to be made - Written report on “New choices I made in my life” - 3 to 5 minute oral report on “New choices I made in my life”, to be presented in caseload group. Student is responsible for arranging time to present. Review choices and posters with therapist before presenting.			<i>Therapist</i>
Student has identified and written down specific amends to be made for each offense on her personal inventory. She has begun to plan to make amends			<i>Therapist</i>
Therapeutic assignment – could include journaling, diary cards, or other therapeutic assignment at therapists discretion.			Therapist
Demonstrated progress in regards to treatment plan objectives			<i>Therapist</i>
Read attached leadership manual and develop a leadership plan with your parents to present to caseload			<i>Therapist</i>
Write a two-paged Reading Response on “ <i>The Four Agreements: A Practical Guide to Personal Freedom</i> ” giving examples from her own life of personalizing, assuming, being impeccable with her word, & doing her best and relate it back to family. Typed, New Times Roman, 11pt, 1.5 spacing			<i>Therapist</i>
Read and write a two-paged Reading Response on <i>The Anatomy of Peace</i> and read and write a two-paged Reading Response on a choice of one of the following: <i>The Right Questions</i> , <i>Who Moved My Cheese</i> , or <i>Yes or No, A Guide to Better Decisions</i> . Typed, New Times, 11pt, 1.5 spacing			<i>Therapist</i>
Is open, honest, active, and consistently contributes to caseload group and is open to receive feedback on Emotional/Social skills from move up work.			Therapist
Have parents begin reading “Positive Parenting with a Plan: Family Rules” by Johnson			Therapist
Complete workshop 1 or 2 (if applicable)			<i>Clinical Director</i>
Has presented her move up presentation to the community			<i>Treatment Team</i>
EMOTIONAL			
Student is able to manage her reactions when told “No” or when gratification is delayed.			<i>Treatment Team</i>
Talks openly with multiple staffers and students when issues arise			<i>Treatment Team</i>
Frequently practices using the “I feel” formula when communicating with both staff and students.			<i>Treatment Team</i>
Appropriately gives constructive feedback to others at times and is frequently able to receive feedback from others with minimal defensiveness in therapy (group) and community.			<i>Treatment Team</i>
Beginning to show signs of leadership in therapy, community, and classroom. <ul style="list-style-type: none"> - therapy: open, honest, moving out of denial and actively participating - community: holding other girls accountable, no more than 3 work hours - classroom: active participation 			<i>Treatment Team</i>
Beginning to be responsible for self and others in classroom, therapy, and community.			<i>Treatment Team</i>
Frequently manages her behavior through healthy, honest & expressive techniques & frequently handles conflict with appropriate problem solving skills.			<i>Treatment Team</i>
Student has developed an attitude of hopefulness for her future.			<i>Treatment Team</i>
SOCIAL SKILLS			
Often greets others appropriately, shakes hands with and introduces self to guests, and often makes eye contact when speaking			<i>Treatment Team</i>
Often uses appropriate table manners			<i>Treatment Team</i>

Seldom uses profanity, vulgarity or slang		<i>Treatment Team</i>
Often is courteous, considerate and respectful of self and others		<i>Treatment Team</i>
Regularly presents herself as well groomed & appropriately dressed (to CCA dress code)		<i>Treatment Team</i>
ACADEMIC		
Demonstrates a sustained and consistent level of effort, engagement, willingness, and performance in all current classes.		<i>Refer to red sheet</i>

Ready to Submit:

Therapist Signature _____ Date: _____

Student Leadership Manual

Copper Canyon Academy is dedicated to providing the best therapeutic program designed to reach every student and assist them in building self-esteem, self-confidence, self-awareness, self-reliance, and self-management, and to create an atmosphere and a curriculum that fosters self-motivation, accountability, and responsibility.

A most important aspect of our program is to teach leadership skills. Students are then required to demonstrate such skills, which is a necessary condition for moving to Phases Three and Four. The purpose of this manual is to introduce the concept of leadership, its meaning and the specific qualities and behaviors that demonstrate leadership

The Meaning of Leadership (Mills)

Leadership is essentially the ability to influence the thoughts, feelings, attitudes and behaviors of others.

The responsibility of a leader is to:

- Provide direction to others
- Help us visualize possibilities
- Encourage and inspire us
- Energizes us toward a common goal

Taking a leadership position means:

- Having a vision about what can be accomplished.
- Making a commitment to the mission and to the people you lead.
- Taking responsibility for the accomplishment of the mission and the welfare of those you lead.
- Assuming risk of loss and failure.
- Accepting recognition for success.

Ten Leadership Qualities (Hakala)

A good leader must have **Vision** of success and knows how to achieve it. A good leader must also share her vision and act upon it.

A good leader must have the **Discipline** to work toward her vision, and the ability to direct others toward the goal. Action is the mark of a leader.

A good leader must have **Integrity**, and is the same on the outside and on the inside. She can be trusted because she does not stray from her values. A good leader must have the trust of others and must display integrity.

A good leader must have **Dedication**, which means expending the time and energy necessary to do the job. She inspires dedication by example, doing whatever is necessary to realize the vision.

A good leader has **Magnanimity**, and ensures that credit for successes is given to those who have struggled beside her. She will also take personal responsibility for failures. “To spread the fame and take the blame is a hallmark of effective leadership.”

A good leader has **Humility**, and considers herself no better or worse than others who follow her. A humble leader tries to elevate everyone and realizes that their role of leader does not make them a god.

A good leader has **Openness** and is able to listen to new ideas. She is able to suspend judgment and listening to others' ideas and accept new ways of doing things that someone else thought of.

A good leader has **Creativity**, which is the ability to think differently and to “get outside of the box” that inhibits solutions. Creativity allows one to see things that others have not seen and thus lead followers in new directions.

A good leader shows **Fairness** and treats others consistently and justly. When others treated fairly, they give loyalty and dedication to their leader.

A good leader has **Assertiveness**. It is not the same as aggressiveness, but the ability to clearly state what she expects. In addition to assertiveness is the responsibility to clearly understand what her followers expect from her.

Eleven Qualities of an Authentic Leader (Reilly)

An authentic leader speaks the truth; speaking truth is simply about being clear, being honest, and being authentic.

An authentic leader leads from the heart. The best leaders wear their hearts on their sleeves and are not afraid to show their vulnerability.

An authentic leader has rich moral fiber. Authentic leaders work on their character.

Authentic leaders are courageous. It takes a lot of courage to go against the crowd.

An authentic leader is a team builder and creates communities. They create workplaces that foster human linkages and lasting friendships.

An authentic leader deepens themselves. They know their strengths and weaknesses.

Authentic leaders are dreamers. They dare to dream impossible dreams. How often do you close your eyes and dream?

Authentic leaders care for themselves. You cannot do great things at work if you do not feel good. They eat well, exercise and care for the temples that are their bodies.

Authentic leaders commit to excellence rather than perfection. No human being is perfect. They commit themselves to excellence in everything they do. They are constantly pushing the envelope and raising their standards.

Authentic leaders leave a legacy. Success is wonderful but significance is better. They are constantly building their legacies by adding deep value to everyone that they deal with, and leaving the world a better place.

Authentic leaders are good followers. When the person in charge tells authentic leaders to do something, they do not gripe and undermine the boss when the boss gets out of earshot.

What Student Council Considers as Student Leadership Qualities

Respect: esteem: a feeling or attitude of admiration and deference toward somebody or something, state of being admired: the state of being admired deferentially, thoughtfulness: consideration or thoughtfulness

Strength: the quality or state of being strong; ability to do or to bear; capacity for exertion or endurance, whether physical, intellectual, or moral; force; vigor; power; as, strength of body or of the arm; strength of mind, of memory, or of judgment.

Empathy: understanding of another's feelings: the ability to identify with and understand somebody else's feelings or difficulties

Courage: the state or quality of mind or spirit that enables one to face danger, fear, or vicissitudes with self-possession, confidence, and resolution; bravery.

Modesty: humility: unwillingness to draw attention to your own achievements or abilities, reserve in appearance, manner, and speech, especially in relation to sexual matters

Impeccability: so perfect or flawless as to be beyond criticism (read the Four Agreements)

Compassion: a feeling of deep sympathy and sorrow for another who is stricken by misfortune, accompanied by a strong desire to alleviate the suffering.

Integrity: possession of firm principles: the quality of possessing and steadfastly adhering to high moral principles or professional ethics

Trustworthy: deserving of trust or confidence; dependable; reliable.

Humility: modesty or respectfulness: the quality of being modest or respectful

Assertiveness: the ability to express your emotions and needs without violating others rights and in the same time without being aggressive.

Honesty: the quality or state of being honest; probity; fairness and straightforwardness of conduct, speech, etc.; integrity; sincerity; truthfulness; freedom from fraud or guile.

Caring: showing concern: compassionate or showing concern for others

Hopeful: having hope, feeling fairly sure that something that is wanted will happen, to look forward to with desire and reasonable confidence.

Loving: showing affection: showing or feeling affection, done with careful attention: done with enjoyment and careful attention

Supportive: giving support: giving support, especially moral or emotional support

Responsible: answerable to somebody: accountable to somebody for an action or for the successful carrying out of a duty

Friendly: affectionate and trusting: characteristic of or suitable to a relationship between friends

Approachable: invitingly friendly: friendly and easy to talk to

Contributions from Students, Faculty and Staff On What Leadership Means to Them

“A leader is not part of the problem but is part of the solution in large or small groups. When direction is told by a staff a leader doesn’t need to hear it twice.”

“Some one who takes responsibility and does what has to be done with our being asked.”

“Some one who inspires people, and gets people to do things but has them thinking that they did it all themselves.”

“Some one who leads by example, someone that always does what needs to be done, and at the same time trying to motivate others so the job can get done, knows how to set boundaries, and knows when to laugh and have a good time and also when to be serious, thinking ahead, planning and organizing.”

“Volunteering for things, leading by example, working their program and speaking up, and someone with integrity.”

“A leader to me is someone who can stand up for what they believe in and help others believe in it too.”

“A leader to me is some one who can take positive control in their life, and can lead others with integrity and can lead their own life with integrity, being able to follow direction, as well as their heart. Someone who is understanding and not controlling.”

“A leader to me is some one who is positive and is willing to help other people in their program.”

“A person who others look up to for good planning and directions; someone they trust will make good decisions; someone who will be an inspirational motivator.”

“A person who regularly demonstrates the proper way to conduct themselves in all situations; leading by good example, rather than her words.”

“A person who will lead by example and never expecting others to do what they would not do.”

“Being a leader is about helping other people be their best. Not just being in charge or in control in any way. Being a good leader creates an environment for self and others to grow and contributes to having a good community.”

How Not to Be a Good Leader (Brodie)

Good leaders set the example, inspire us to follow them, accept challenges, build trust and mutual respect, and recognize the contributions of others. Such leaders motivate us to do our personal best and to go that extra mile. On the other hand, a poor leader causes us misery.

A poor leader communicates poorly. She does not clearly convey what she expects from others, nor does she listen well to the feedback she receives from others.

A poor leader shows no interest or concern for others, and people need to feel valued in order to follow.

A poor leader “passes the buck,” blaming others for poor performance and refusing to take responsibility for herself.

A poor leader criticizes and humiliates people in front of others when mistakes are made.

A poor leader, being self-centered, does not support others nor seek support from others.

A poor leader tends to be selfish and focus on what she wants, rather than taking others needs into consideration.

A poor leader engages in fruitless power struggles, merely for the sake of winning, without concern for the goal at hand.

The qualities put forward by Student Council, students, faculty and staff are also reflected in the Five Practices you will be required to learn and follow. Progress in your program, and achieving Phases Three and Four, will be based on demonstrating these five practices; 1. Modeling the way, 2. Inspiring a shared vision, 3. Challenging the process, 4. Enabling others to act, and 5. Encouraging the heart.

Modeling the Way

A good leader clarifies what her personal values are and speaks out for them, setting the example and have her behaviors reflect her values. Modeling the way is the most important quality of a leader. If you do not set the example you have no credibility, and others will not listen to you. A good leader knows that it is their behavior that earns them respect from others, and secondly whether their words match their deeds; in other words, walking your talk.

“The quality of a person’s life is in direct proportion to their commitment to excellence regardless of their chosen endeavor.”

- Vince Lombardi

“Believe in yourself and act on your convictions.”

Anonymous

“To be able to lead others, a man must be willing to go forward alone.”

- Harry Truman

“If I have the belief that I can do it, I will surely acquire the capacity to do it, even if I may not have it at the beginning.”

- Mahatma Gandhi

Inspire a Shared Vision

A good leader envisions that she can make a difference and wants to make things better than what they are today. But a leader without a following is not a leader, and others will not follow unless they share in that same vision. A leader must be able to influence others, and do so by showing that they understand the needs of others and are able to enlist them to a common good. Leaders are able to inspire others to be better than they are today.

“Leaders instill in their people a hope for success and a belief in themselves. Positive leaders empower people to accomplish their goals.”

Anonymous

“What makes leadership is the ability to get people to do what they don’t want to do and like it.”

- Harry Truman

“The ability to summon positive emotions during periods of intense stress lies at the heart of effective leadership.”

- Jim Loehr

“Leaders make decisions that create the future they desire.”

- Mike Murdock

“Dream no small dreams for they have no power to move the hearts of men.”

- Goethe

“Leadership: The art of getting someone else to do something you want done because he wants to do it.”

- Dwight D. Eisenhower

Challenge the Process

A good leader looks for opportunities for personal growth by experimenting, taking risks and learning from her mistakes. A good leader accepts challenges and is willing to explore the unknown, must be open to new ideas and try them out, even though they will have to deal with the stress that accompanies change.

“Accept the challenges so that you may feel the exhilaration of victory.”
- George S. Patton

“The difference between the impossible and possible lies in a
person’s determination.”
Anonymous

“The brave person confronts fear and moves toward it.
It then gets smaller.”
Anonymous

“What if you have failed in the past? So, at one time did every man
we recognize as a towering success. They called it “temporary
defeat.””
- Napoleon Hill

“It’s hard to beat a person who never gives up.”
- Babe Ruth

“Leaders don’t wait. They shape their own frontiers. The bigger the
challenge, the greater the opportunity.”
Anonymous

“Success is to be measured not so much by the position that
one has reached in life as by the obstacles which have been
overcome while trying to succeed.”
Booker T. Washington

“Never . . . Never . . . Never . . . Never Give up!”
- Winston Churchill

Enable Others to Act

A good leader does not act alone and must be able to share power through collaborating and cooperation, to build trust and enable others to use their talents toward the common good. A good leader knows that trust and mutual respect are vital in relationships. When trust and mutual respect are present others are willing to take risks and expend the effort needed to accomplish the common task.

“Never tell people how to do things. Tell them what to do and they will surprise you with their ingenuity.”

- General George S. Patton

“Earn your success based on service to others, not at the expense of others.”

- H. Jackson Brown, Jr.

“If you want to get the best out of someone - you must look for the best that is in them.”

Anonymous

“Leadership is the ability to get extraordinary achievement from ordinary people.”

- Brian Tracy

“As a leader you should always start with where people are before you try to take them to where you want them to go.”

- Jim Rohn

Encourage the Heart

A good leader recognizes the contributions of others, by paying attention to what others do, encouraging, showing appreciation for, and celebrating their efforts and accomplishments. By celebrating people's accomplishments, a good leader sustains team spirit.

“Celebrate the success of others. Bring people up - not down!”

Anonymous

“We should seize every opportunity to give encouragement. Encouragement is oxygen to the soul.”

Anonymous

How to Demonstrate the Five Practices

The following behaviors are contributions made by members of the Student Council, students, and staff members of CCA

Modeling

- Following all rules, both large and small
- Volunteering without being asked, especially for the more unpleasant tasks
- When undertaking an assignment do it to the best of your ability
- Holding others accountable with good intentions, knowing that the same accountability applies to you
- When you say you are going to do it, do it
- Ask for feedback from others on your performance and behavior
- Talk about the values that are important to you
- Take a position of responsibility, in Student Council, student newsletter, and other opportunities
- Willingly accompany level one students to their destination
- Making announcements
- Talking in caseload and helping others to talk
- Doing the right thing, no matter what
- Stepping up without being asked
- Silently leading by example
- Holding people to high standards
- Staying true to your word
- Standing up for what you believe is right
- Not being afraid to hurt someone's feelings when you know you are right in helping them
- Willingly watching lower levels in rooms and walking them where they need to be
- Looking at why you are holding people accountable
- Straightening up your room when you see something wrong with it
- When walking around campus and seeing litter, pick it up
- Be an individual – don't conform to others
- Lead by example
- Have integrity – not just for yourself, but for others too
- Hold high standards and hold others to high standards
- Walk your talk - it earns respect
- Stand up for yourself – don't get affected by the negativity of others
- Step up when students and staff need help
- Hold others accountable in an honest, non-spiteful way
- Hold everyone accountable including your friends; don't pick and choose
- Do what's right – not just for treatment team
- Be honest – be true to yourself and others
- Don't fake your program – be truly strong
- Be clear about your personal values
- Don't act entitled
- Have values and live them

Inspiring

- Talk positively about community activities and encourage others to do the same
- Talk to others about how our community can be improved
- If someone breaks a rule, rather than just holding them accountable, explain to them the importance of following the rule
- Support your community
- Be positive – don't bring negativity into the house
- Envision making a difference

Challenging

- Push yourself to do your best, in school, sports, Student Council, and other CCA activities
- When others make mistakes do not criticize them but help them see what they have learned from their mistake
- Set goals and make specific plans to achieve those goals
- Take the initiative to improve your community
- Instructing others
- Supervising clean-up
- Volunteering for jobs and clean-up
- Having enough integrity to take struggles on yourself
- Waking up to do your homework when you know that you are behind
- Stepping in when the tough gets going
- Keep trying – no matter what
- Take risks in a good way
- Be consistent – but don't give up if you fail

Enabling

- Listen to others even though you disagree, and show that you are listening
- Conduct community activities that promote cooperation
- Show respect to others
- Support the decisions of others that show positive action
- Take on the responsibility of a Big Sister
- Talking to Level Ones
- Helping someone out when they need it
- Talking to staff buddies to help pull them out of their slump
- Helping new students with the program and with getting adapted
- Eating with lower levels who are going through a rough time, in order to bring them up
- Walking people to class
- Help others because you WANT to
- Collaborate and cooperate
- Accept help when you need it – don't react right away

Encouraging

- Praising others for their efforts
- Doing “random acts of kindness”
- Take on a mentoring role with a fellow student
- Give others encouragement for the work they are doing
- Give others public recognition for their efforts
- Holding others accountable for what they are doing right
- Recognize and encourage others
- If someone has a treatment team assignment like leading an activity recognize their effort and support them
- Express your progress in a positive way

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Kouzes, J., Posner, B, (2006) *The Five Practices of Exemplary Student Leadership*. San Francisco: Jossey-Bass.

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Values List

This exercise is designed to help you reach a better understanding of your most significant values. Please circle twenty of these values that **are currently** most important to you.

Acceptance	Achievement	Acknowledgement	Adventure
Affection	Aggressiveness	Ambition	Assertiveness
Attractiveness	Belonging	Bravery	Challenge
Compassion	Confidence	Control	Coolness
Cooperation	Dependability	Discipline	Dominance
Education	Empathy	Employment	Entertainment
Fairness	Fame	Family	Freedom
Friendliness	Friends	Fun	Happiness
Helpfulness	Honesty	Independence	Integrity
Intelligence	Intimacy	Leadership	Love
Loyalty	Obedience	Outrageousness	Pleasure
Religiousness	Respect	Saving Money	Self-control
Sexuality	Sincerity	Trust	Truth

Step 1: What you value most...

From this list of values select the twenty that are most important to you. Feel free to add any values of your own to this list.

Step 2: Elimination

Now that you have identified twenty, which ten would you give up? Cross them off.

Now imagine that you are only permitted five. Which would you give up? Cross them off.

Checklist for Valued Activities

This exercise is designed to help you reach a better understanding of your most significant activities. Please circle twenty of these activities that **were** most important to you, before you came here.

- | | |
|--|--|
| Studying hard | Searching for excitement and danger |
| Taking different classes than your friends | Fitting in with your friends |
| Smoking Marijuana | Being sociable with others |
| Being tough and picking fights | Being part of any crowd you want to |
| Doing what your parents want | Having a steady boyfriend (girlfriend) |
| Drinking alcohol | Doing things with your family |
| Going to school dances or mixers | Having a part time job |
| Being home when you are told | Being really good at something |
| Going to parties | Taking challenging classes |
| Being friends with popular kids | Wearing the same fashions your friends are wearing |
| Making out | Smoking cigarettes |
| Looking or acting older | Finishing high school |
| Being in religious activities | Talking or acting differently than your friends |
| Spending time alone or with family | Getting drunk or high |
| Shoplifting or stealing | Not wanting to show you are too smart |
| Going out with boys (or girls) | To be liked by teachers |
| To wear hair or makeup differently than your friends | Going out for sports |
| Talk back to adults | Going to games at school |
| Cutting classes or skipping school | Going to concerts |
| Ignoring your parents | Having the same opinion as your friends |
| Trying to get good grades | Trashing things or vandalizing property |
| Trying to be thin | Holding others accountable |

Letting your parents know and what you do	Watching your friends back
Listening to music your friends think is good	Going “all the way,” sexual gratification
Getting along well with parents	Going out with friends on weekends
Doing hard drugs	Doing things to impress boys (girls)
Giving teachers a hard time	Not snitching on your friends
A steady boyfriend	Doing what you want
Driving around	Staying away from home
Dealing drugs	

Step 1: What activities you valued most...

From this list of valued activities, select the twenty that were most important to you. Feel free to add any activities of your own to this list.

Step 2: Elimination

Now that you have identified twenty, which ten would you give up? Cross them off.

Now imagine that you are only permitted five. Which would you give up? Cross them off.

Now, ask yourself, how do your personal values relate to your leadership skills? Now review the first practice; “Modeling the Way.”

Student Leadership Practices

Inventory Instructions

There are thirty statements describing various leadership behaviors. Please read each statement carefully, and then rate yourself in terms of *how frequently* you engage in the behavior described. There is no right or wrong answers. The usefulness of this inventory will depend on how honest you are with yourself and how frequently you actually engage in these behaviors.

The rating scale provides five choices. Circle the number that best applies to each statement:

1. If you RARELY or SELDOM do what is described.
2. If you do what is described ONCE IN A WHILE.
3. If you SOMETIMES do what is described.
4. If you OFTEN do what is described.
5. If you VERY FREQUENTLY or ALMOST ALWAYS do what is described.

Do not answer in terms of how you would like to see yourself or in terms of what you should be doing. Answer in terms of how you *typically* behave.

	1	2	3	4	5		
	Rarely or Seldom	Once in a While	Sometimes	Very Often	Frequently		
1. I set a personal example of what I expect from other people.			1	2	3	4	5
2. I look ahead and communicate about what I believe will affect us in the future.			1	2	3	4	5
3. I look around for ways to develop and challenge my skills and abilities.			1	2	3	4	5
4. I encourage cooperative rather than competitive relationships among students I live with.			1	2	3	4	5
5. I praise others for doing good work.			1	2	3	4	5
6. I spend time and energy making sure that others in our community adhere to the principles and standards of our community.			1	2	3	4	5
7. I describe to others in our community what we should be capable of accomplishing.			1	2	3	4	5
8. I look for ways that others can try out new ideas and methods.			1	2	3	4	5
9. I actively listen to diverse points of view.			1	2	3	4	5
10. I encourage others as they work on activities in our community.			1	2	3	4	5
11. I follow through on the promises and commitments I make to the community.			1	2	3	4	5
12. I talk with others about sharing ideas about How much better our community could be.			1	2	3	4	5
13. I keep current on activities that might effect our community.			1	2	3	4	5

14. I treat others with dignity and respect.	1	2	3	4	5
15. I give others in our community support and express appreciation for their contributions.	1	2	3	4	5
16. I find ways to get feedback about how my actions affect other people.	1	2	3	4	5
17. I talk with others about how their own interests can be met by working toward a common goal.	1	2	3	4	5
18. When things do not go as we expected, I ask “What can we learn from this experience?”	1	2	3	4	5
19. I support the decisions that others in our community make on their own.	1	2	3	4	5
20. I make it a point to publicly recognize others who show commitment to CCA values.	1	2	3	4	5
21. I build consensus on an agreed-up set of values for our community.	1	2	3	4	5
22. I am positive when talking about what our community wants to accomplish.	1	2	3	4	5
23. I am making sure that we set goals and make specific plans for the projects we undertake.	1	2	3	4	5
24. I give others a great deal of freedom and choice in deciding how to do their work.	1	2	3	4	5
25. I find ways for us to celebrate accomplishments.	1	2	3	4	5
26. I talk about values and principles that guide my actions.	1	2	3	4	5
27. I speak with conviction about the higher purpose and meaning of what we are doing.	1	2	3	4	5
28. I take initiative in experimenting with the way we can do things in our community.	1	2	3	4	5
29. I provide opportunities for others to take on leadership responsibilities.	1	2	3	4	5
30. I make sure that others in our community are creatively recognized for their contributions.	1	2	3	4	5

Transferring Your Responses

After you have responded to these thirty statements please transfer your responses to the blanks below. Notice that the numbers of the statements are listed horizontally across the page. Make sure that the number you assigned to each statement is transferred to the appropriate blank.. After you transfer your responses to the blanks below please add up the scores for each column.

Modeling	Inspiring	Challenging	Enabling	Encouraging
1_____	2_____	3_____	4_____	5_____
6_____	7_____	8_____	9_____	10_____
11_____	12_____	13_____	14_____	15_____
16_____	17_____	18_____	19_____	20_____
21_____	22_____	23_____	24_____	25_____
26_____	27_____	28_____	29_____	30_____
_____	_____	_____	_____	_____

After you have added up the total for each column, divide that total by 6. From a scale of 1 to 5 your average scores show how well you do on the five practices of student leadership; the higher your average score the more committed you are to the practice.

Student Leadership Plan

Having thoroughly read the Student Leadership Manual your task on Level Two is to develop a student leadership plan, with your parent's participation, which is based on the five practices.

Modeling the Way

A good leader clarifies what her personal values are and speaks out for them, setting the example and have her behaviors reflect her values. Modeling the way is the most important quality of a leader. If you do not set the example you have no credibility, and others will not listen to you. A good leader knows that it is their behavior that earns them respect from others, and secondly whether their words match their deeds; in other words, walking your talk.

Inspire a Shared Vision

A good leader envisions that she can make a difference and wants to make things better than what they are today. But a leader without a following is not a leader, and others will not follow unless they share in that same vision. A leader must be able to influence others, and do so by showing that they understand the needs of others and are able to enlist them to a common good. Leaders are able to inspire others to be better than they are today.

Challenge the Process

A good leader looks for opportunities for personal growth by experimenting, taking risks and learning from her mistakes. A good leader accepts challenges and is willing to explore the unknown, must be open to new ideas and try them out, even though they will have to deal with the stress that accompanies change.

Enable Others to Act

A good leader does not act alone and must be able to share power through collaborating and cooperation, to build trust and enable others to use their talents toward the common good. A good leader knows that trust and mutual respect are vital in relationships. When trust and mutual respect are present others are willing to take risks and expend the effort needed to accomplish the common task.

Encourage the Heart

A good leader recognizes the contributions of others, by paying attention to what others do, encouraging, showing appreciation for, and celebrating their efforts and accomplishments. By celebrating people's accomplishments, a good leader sustains team spirit.

Your student leadership plan will outline and elaborate on the specific behaviors you will commit to for each of the five practices. After you have developed your plan with your parents, you will present it to caseload for their approval. Under each of the following headings, specify what you will do and how you will do it.

Modeling the Way

Inspire a Shared Vision

Challenge the Process

Enable Others to Act

Encourage the Heart

Once you have completed your student leadership plan you are required to demonstrate these practices for the remaining time you have on Phase Two. Once you are on Phase Three you will continue to demonstrate these practices in order to move to Phase Four.

Attached to the Student Leadership Manual is the Student Leadership Practices Inventory, which you may fill out and evaluate yourself across the five practices. You may fill it out several times to see what improvement you are making in student leadership.

When you decide to try for Phase Four you will also be evaluated by staff and other members of your community by them filling out the Observer Student Leadership Practices Inventory. These observer evaluations will be considered by Treatment Team when you are ready to move to Phase Four. Good luck!

**SIGN OFF SHEET FOR “PHASE THREE” ADVANCEMENT
TRUST**

Name:	Date of Last Move Up:	Date	Signature
PHASE THREE – TASKS			
Complete Student Workbook for phase 3			<i>Therapist</i>
Complete 8 hours of volunteer projects; prepare a written and 3 to 5 minute oral report regarding “The value of my volunteer project and what I learned about myself is...”; report to caseload group			<i>Therapist</i>
Written and oral report on the difference between honoring myself and others versus self-betrayal of self and others			<i>Therapist</i>
Student has kept a personal journal with at least 52 dated journal entries, at least 4 out of every 7 days. Journal entries are focused on how I am changing my non-working behaviors, beliefs and attitudes. Each entry should include 5 things I am grateful for.			<i>Therapist</i>
Student is beginning to make amends for each offense on her personal inventory.			<i>Therapist</i>
Demonstrates a clear focus on using the tools she is acquiring to take a positive, proactive leadership role in the community			<i>Therapist</i>
Write a two-paged Reading Response on a therapeutic book assigned by your therapist. Book Assigned:			<i>Therapist</i>
Report to caseload group on “The specific ways I’ve implemented the 5 behavioral changes identified during phase 2 and how I’ve implemented the changes”. Give specific examples of change.			<i>Therapist</i>
Consistently uses therapy group to support & encourage her implementation of behavioral change strategies, through reporting, listening to feedback & requesting support. Is learning to confront other group members on their avoidance, power plays, denial & manipulation			<i>Therapist</i>
Has successfully performed the role of “big sister” to a new student			<i>Community Director</i>
Complete tasks given to family during off campus visits			<i>Therapist</i>
Students have completed their reward list and have given it to their parents for review			<i>Therapist</i>
Parents have completed the list of “Family Rules”, good habit cards, daily and weekly chores			<i>Therapist</i>
Demonstrated progress in regards to treatment plan objectives			<i>Therapist</i>
Complete a substance abuse/non working behavioral relapse prevention plan			<i>Therapist</i>
Has successfully completed and passed the etiquette course			Director
Has completed the student 1 or 2 workshop			<i>Therapist</i>
Has presented her move up presentation to the community			<i>Team Treatment</i>
EMOTIONAL			
Is showing an attitude of trust in themselves, the program, treatment team & CCA staff			<i>Treatment Team</i>
Frequently uses “I feel” statements			<i>Treatment Team</i>
Frequently gives and receives appropriate and supportive feedback in therapy (groups) and in the community.			<i>Treatment Team</i>
Accepts “No” for an answer without argument and is patient.			<i>Treatment Team</i>
Is able to generalize work in therapy back to the community and with families			<i>Treatment Team</i>
Feels proud of her accomplishments, excited about the future & is beginning to recognize the value of what she is learning at CCA			<i>Treatment Team</i>
Student actively seeks opportunities to provide positive leadership in classroom, community, and therapy groups.			<i>Treatment Team</i>
Begins to experience resolution concerning personal issues including behavior patterns, relationships, & conflicts, through her work in individual & group therapy			<i>Treatment Team</i>
Frequently manages her behavior through healthy, honest & expressive techniques &			<i>Treatment Team</i>

frequently handles conflict with appropriate problem solving skills.		
Demonstrates a commitment to graduate the program		<i>Treatment Team</i>
SOCIAL SKILLS		
Consistently greets others appropriately, shakes hands with and introduces self to guests, makes eye contact when speaking		<i>Treatment Team</i>
Consistently uses appropriate table manners		<i>Treatment Team</i>
Does not use profanity, vulgarity or slang		<i>Treatment Team</i>
Is consistently courteous, considerate and respectful of self and others		<i>Treatment Team</i>
Often presents herself as happy, healthy, well groomed, appropriately dressed (to CCA dress code)		<i>Treatment Team</i>
ACADEMIC		
Demonstrates a sustained and consistent level of effort, engagement, willingness, and performance in all current classes.		<u>Refer to red sheet</u>

Ready to Submit: _____

Therapist Signature

Date

SIGNOFF SHEET FOR “PHASE FOUR” ADVANCEMENT

KNOWLEDGE

Date Ready to Submit: _____

Name:	Date of Last Move Up:	Date	Signature
PHASE FOUR – TASKS			
Complete Student Workbook Chapters four and five			<u>Therapist</u>
Complete the “Family Rules” set up and begin implementation on home visits			<i>Therapist</i>
Has written and presented a 3 to 5 minute oral report on each home visit that specifically addresses challenges, successes, and future goals.			<i>Therapist</i>
Has written and presented a 3 to 5 minute oral report on “What I feel connected to”			<i>Therapist</i>
Actively demonstrates leadership by nurturing progress of lower level students			<i>Therapist</i>
Therapeutic assignment – could include journaling, diary cards, or other therapeutic assignment at therapists discretion.			<i>Therapist</i>
Read and write a two-paged Reading Response on a therapeutic book assigned by your therapist Book Assigned: Typed, New Times, 11pt, 1.5 spacing			<i>Therapist</i>
Complete a parental approved friends list			<i>Therapist</i>
Actively works in individual & group therapy on issues identified during transitional living. Is able to verbalize what the issues are & what strategies she is using to address them.			<i>Therapist</i>
Uses group therapy as an opportunity to demonstrate leadership by modeling proactive use of group to address personal issues, regularly confronts other group members on avoidance, power plays, denial & manipulation and graciously receives feedback on Emotional/sSocial skills from move up work.			<i>Therapist</i>
Consistently uses the four agreements			<i>Therapist</i>
Demonstrated progress in regards to treatment plan objectives			<i>Therapist</i>
Has presented their move up to grad. stat presentation to the community			<i>Treatment Team</i>
Completed level 3 workshop			<i>Clinical Director</i>
Parent and student completed task list given them by therapist for each home visit			<i>Therapist</i>
EMOTIONAL			
Consistently is proactive in addressing issues with multiple staff members & students as they come up			<i>Treatment Team</i>
Consistently uses “I feel” statements to give both feedback & acknowledgement, and assists new students in learning the format			<i>Treatment Team</i>
Consistently proactive in giving & receiving appropriate & supportive feedback both in therapy and in the community			<i>Treatment Team</i>
Consistent in implementing 5 identified behavioral changes			<i>Treatment Team</i>
Experiences herself as happy, healthy and productive			<i>Treatment Team</i>
Manages their emotions and also expresses their emotions in a healthy way			<i>Treatment Team</i>
Parents & self report that above behaviors are maintained at home			<i>Treatment Team</i>
Consistently manages her emotions & behavior through healthy, honest & expressive techniques.			<i>Treatment Team</i>
Recognizes, appreciates & verbalizes the value of what she is learning at CCA			<i>Treatment Team</i>
Seldom encounters conflicts, & when she does, resolves them quickly with appropriate problem solving skills.			<i>Treatment Team</i>
Student is setting appropriate boundaries and has a distinct vision for her future			<i>Treatment Team</i>
Successfully completes a transitional living experience in the home of an identified staff member			<i>Treatment Team</i>
Student actively seeks opportunities to provide positive leadership in the classroom, caseload, and			<i>Treatment Team</i>

<p>in the community</p> <ul style="list-style-type: none"> - classroom: active participation - caseload: active participation, confront others on avoidance behaviors, teaching by example, taking emotional risks - community: helping others up hold the rules, actively volunteers to help walk girls, clean up etc., support and encourages a positive community environment, support protocol for conflict resolution 		
Demonstrates a commitment to graduate the program		<i>Treatment Team</i>
SOCIAL SKILLS		
Consistently does, teaches, & encourages others to greet others appropriately, shake hands with & introduce self to guests, make eye contact when speaking		<i>Treatment Team</i>
Consistently does, teaches, & encourages others to use appropriate table manners		<i>Treatment Team</i>
Consistently does not use profanity, vulgarity or slang, and encourages and teaches others not to use vulgarity or slang		<i>Treatment Team</i>
Is consistently courteous, considerate and respectful of self and others and encourages and teaches others to also be considerate and respectful of self and others		<i>Treatment Team</i>
Consistently presents herself as happy, healthy, well groomed, appropriately dressed (to CCA dress code) & relaxed.		<i>Treatment Team</i>
ACADEMIC		
Demonstrates a sustained and consistent level of effort, engagement, willingness, and performance in all current classes.		<u>Refer to red sheet</u>
Write a resume & sample job application & cover letter, mock interview		<u>Director</u>

Revised 1/23/2012

VISITS by PHASE

PHASE 2

- Eligible for one on-campus visit each month
 - 1st visit-6 hours
 - 2nd visit-6 hours
 - 3rd visit- 8 hours – If student is showing significant progress off Campus visit on third visit may be granted with **Treatment Team approval.**
- There must be a “Visit Agreement” created by parents and approved by the therapist prior to each visit.
- There must be a minimum of 21 days between each on campus visit. No more than one visit each month.
- All visits must begin or end with an in-person family therapy session
- All visits should be made with the least amount of out of class time possible.

PHASE 3

- Eligible for 1 off campus visit per month with therapist’s approval.
 - 1st visit-2 day, one overnight
 - 2nd visit-3 days, two overnights
 - 3rd visit-3 days, two overnights
 - Further visits are arranged on a case by case basis
 - Accommodations will be made for students with split families
 - Parent 2 Workshop, will count as that months visit.
- These visits are for family time. They are not shopping trips. Families should arrange to participate in interactive family activities such as hiking, swimming, bowling, or movies. Quiet time and family discussion time should be included. Any questions concerning what is allowed on the visit should be directed to the therapist.
- Prior to the beginning each visit families must have a “Visit Agreement” created by parents and approved by their therapist.
- All visits must begin or end with an in-person family therapy session.
- Overnight visits should not conflict with academic classes.
- There must be a minimum of 21 days between each off campus visit. No more than one visit each month.
- Visits should begin after school on Friday and student should be back to campus by 6:00pm Sunday. All visits should be made with the least amount of out of class time possible.

PHASE 4

- Eligible for 1 home visit each month with therapist’s approval
 - 1st – 3rd visit-9 days
 - 4th visit- 9 days* - At therapist recommendation
 - Accommodations will be made for students with split families
 - Parent 2 Workshop, will count as that months visit.
- Student must have been on Phase Four for 4 weeks prior to first home visit
- Visits should be arranged so as not to miss more than 5 academic days per visit.
- One home visit is allowed each month – minimum of 21 days between the end of one visit and the beginning of the next visit
- A minimum of three home visits with all homework assignments completed and considered successful by the Treatment Team are mandatory for graduation
- Parents must create and have an approved “Home Living Agreement” before going on any home visit. This agreement should be created and revised before and after each visit to prepare and practice before returning home. This agreement is essential to success
- Visits should begin after school on Friday and student should be back to campus before school on Monday 9 days later. All visits should be made with the least amount of out of class time possible.

Parents should spend their on and off campus visit time with their child & family only. Food, sodas, and candy should not be brought on the CCA Campus.

Policies

MAIL - Most students place a significant amount of importance on the mail. In fact it is one of the areas most students become obsessive about. We encourage you to write to your daughter on a regular and timely basis. We do NOT censor any of the mail coming in or going out. All mail leaving the facility from your daughter is sent to you and all mail coming in must come from you. We encourage you to screen any mail from other people, and please do not give out Copper Canyon Academy's address to friends or family members. **Students may NOT receive forwarded mail from their peers until they reach Phase 4. These peers must be approved & deemed appropriate by both the therapist and yourself.**

To further insure the safety and security of our students: we have implemented a mail code system. All incoming mail must have an approved return address: (i.e. parent/guardian-address provided to CCA at the time of enrollment), as well as a colored CCA sticker. Stickers are provided; the color will change quarterly, and you will receive a new supply at the end of each quarter included with your monthly tuition statement. Please place one sticker on the front of each letter or package that you send in. Packages/letters that are received without the sticker, without prior consent, will be returned at the parent's expense. Additional stickers will be provided upon request. When making your request please contact Stacey Reynolds at sreynolds@coppercanyonacademy.com.

Please mail all letters/packages to the appropriate address below;

Please include Student and Dorm Name (Willow, Juniper or Sycamore)

If sending your package USPS (Post Office)

Copper Canyon Academy
Attn: Jane Doe – Willow Dorm
PO Box 230
Rimrock, AZ 86335

If sending your package using FedEx/UPS/Etc.

Copper Canyon Academy
Attn: Jane Doe – Willow Dorm
3095 Coronado Trail
Rimrock, AZ 86335

PACKAGES - All packages must be pre-approved by the Residential Supervisor BEFORE they are sent to a student. Please check with the Residential Supervisor regarding any requests by the student for items to be sent as we do restrict excessive amounts of items. Students are to fill out a Request Form and to turn it into administration for approval BEFORE any package is sent. Packages sent that are not pre-approved or are inappropriate will be returned at the parents' expense. Often parents feel guilty for placing their child in a residential school and will try to make up for it by sending excessive gifts. Please consider your daughter's stay at CCA to be a gift and reward, not a punishment. **Please do NOT send food, candy, gum, or illegal items at anytime.** Feel free to contact the CCA administration regarding holiday packages as we do allow some **small** exceptions during specific holidays.

EMAILS- Please use the following address for sending your emails.

Sycamore House: sycamore@aspennstudents.com

Willow House; willow@aspennstudents.com

Juniper House: juniper@aspennstudents.com

Enter your student's name as the "Subject."

You may start emailing your student immediately. Each house prints off the students email after verifying approved email addresses. Each house sends emails for students 3 times a week. Received emails are given to the students three times a week also.

PHONE - Students are never allowed unsupervised access to the telephone. Students are allowed one 5 minute check-in phone call per month while on Phase 1 of the program. Once the student reaches Phase 2 and above she will participate in scheduled family therapy sessions with parents/guardians only. Please inform friends and family members of our policy regarding phone contact. Please do not give the CCA phone number to friends.

During the first week of enrollment your daughter's therapist will contact you to schedule regular phone calls. You will speak with her therapist each week regarding all aspects of your daughter's therapy, health, attitude, and progress. Unless there is a major problem, concern, or emergency we would encourage you to limit your phone contact to the regularly scheduled time.

SOCIAL CALLS: Transition students should occur on Friday between 2:30-4:30. Other social calls should be made between 4:30-8:30 on Saturday and Sundays.

VISITS - All visits are approved and structured by your daughter's therapist. Students are eligible for their first visit when they are on Phase 2 and your therapist has approved it. See the Visits by Phase and Privileges by Phase form for a general outline. The Treatment Team makes any exceptions.

MONEY - The student is given a monthly student allowance. She uses this money to buy personal necessities and to pay for special activities. We encourage you not to send her additional money. One of the skills the students learn is budgeting. Keeping and balancing her checkbook is an important part of the program, and we want her to learn to be responsible regarding the spending of any money. If there is a special need or situation where additional money would be required you will be contacted by CCA staff.

CLOTHING

All clothing must fit comfortably - no tight or baggy clothing. No sleeveless, low-cut or off the shoulder tops. No gang related clothing. All inappropriate clothing and items will be returned to Sponsors. All clothing is subject to approval by Residential Director.

Clothing to Bring

The recommended "MAXIMUM" amounts of uniform clothing to bring are as follows:

Please Note: Copper Canyon Academy provides 2 athletic T- shirts, 13 polo shirts, 1 polar fleece jacket with CCA logo and one white dress shirt with CCA logo.

Maximum to Bring

- 7 pairs of pants and/or Capri's
- 3 pairs of shorts and/or Capri's
- 1 khaki skirt **required** (a second khaki or approved plaid skirt is optional)
- 2 pairs sweat pants (black)
- 2 pairs exercise shorts (black)

Uniform clothing must be purchased from Lands' End.

www.landsend.com/school

Please see their flyer on the next page for login instructions.

Please see the Incoming Student Items List and Student Dress Code for additional guidelines and information regarding these and other approved items that will be needed.

Things Not to Bring

Dress Code Related	Toiletry Items	Other
Combat boots	Razors	Tapes/CD's/Players (i.e. iPods, walkmans)
Bikinis	Fingernail clippers	Money or loose change
Half shirts/midriff	Metal fingernail files	Addresses and Phone #'s (other than parents)
T-shirts with occult or concert	Glass (including picture frames)	Glue
Boxer shorts	Mirrors	Sharp objects (including knives and scissors)
No frayed or torn clothing	Aerosols	Weapons
Bandannas	Fingernail polish/remover	Drug paraphernalia
Expensive or sentimental items or jewelry	Male hygiene products	Cigarettes/Drugs/Alcohol/Cloves
Long or dangling earrings	(i.e. Old Spice, Axe, etc.)	Candles
Eyeliners	Products with alcohol	Matches/Lighters
Black or Dark make-up		Witchcraft items
Lipstick		Pornographic materials
Hair dyes/colored hair mousse		Satanic materials

LANDS' END SCHOOL

School uniform shopping is easy as 1, 2, 3 with your school's Lands' End online store.

Step 1: Go online to landsend.com/school.

Step 2: Click on "Find your school's dress code" to look up your school and enter your school's online store.

Arizona, Rimrock
Copper Canyon Academy
Preferred School Number: 900139288

Step 3: After you've ordered all your school uniform items, you can continue shopping the rest of landsend.com.

Don't forget to **sign up for e-mail updates** from Lands' End; you'll receive special offers and product announcements throughout the year.

And remember, as part of Lands' End's® commitment to giving back \$1 million to schools this year, your school will receive up to 3% of total uniform purchases made as a cash-back reward.



We're here to help: if you need any assistance shopping online, simply call us at 1-800-469-2222.

Incoming Student Approved Items List

Clothing:

Purchased From Copper Canyon Academy/ Lands End online store:

Shirts: Uniform Shirts Required.

- White, Red and Navy short sleeve polo's **Required (provided)**
 - White – Phase 1
 - Red & Navy – Phase 2 - 4

Pants 7 Total **required:**

- 7 khaki pants and/or Capri's
- 2-3 khaki shorts and/or Capri's

Skirts 1 Khaki **Required:**

- 2 khaki skirts or 1 Khaki and 1 plaid (**CCA approved plaid only**)

Exercise: 1 CCA exercise uniform required.

- 2 sweat pants (black only, may have white stripes down the side and no writing except CCA logo)
- 2 exercise shorts (black only, may have white stripes down the side and no writing except CCA logo)

Jackets and sweaters:

- 1 CCA fleece **Required (provided)**
- 1 white dress sweater for religious services only. **Optional**

Graduation attire:

- 1 CCA white button down oxford **Required (provided)**

Parents to send:

Misc:

- 1 winter coat (no sweatshirt material or writing. (Hoods may not be worn)
- Phase 4: 3 extra shirts for off campus activities
- 1 belt (black or brown solid with no studding)

Shoes:

- 1 exercise shoe
- 1 dress shoe
- 1 school tennis shoe
- 1 flip flops Shower shoes
- Student choice:
 - 1 of Boots or UGGS
 - 2 of Slippers, fun shoes, flip fops, dress shoe...
(SEE DRESS for DETAILS)

Fun Clothes:

- 2 jeans (no frayed or worn, blue and black only) **PHASE 2** and up only

Bedtime:

- 2-4 PJ sets (All tank top straps must be 3 fingers wide, no bands, sports, or writing on the bottoms).
- 2 stuffed animals (no rips, tears or holes)
- 1 Robe

Underwear:

- 4-7 Bras (No black)
- 4-7 undershirts (Must be white or the color of their level. Tank top straps must be 3 fingers in width.)
- 2-3 sports bras (No black)
- 10-15 underwear (No black)
- 1-2 leggings – knee length or longer (Black ONLY – optional)
- 10-12 Pairs of socks
 - Socks: (solid: Black, White or Navy)
 - Knee high socks: (Solid: Black, White or Navy-Dress sock material)

Other:

- 2 towels
- 2 wash clothes
- 2 hand towels
- 1 twin mattress pad
- 1 set of sheets (twin)
- 1 extra set of sheets (twin)
- 1 blanket
- 1 comforter or bedspread (No bed skirts)
- 1-2 pillows & cases
- Envelopes and Stamps (Can buy additional items through school)

School:

- 1 Backpack
- 1-2 USB Jump drives/Flash drives
- Scientific Calculator
- School supplies starter kit (Can buy additional items through school)
- UGGS may be worn to school
- Dress sandals may be worn to school in the summer and warmer months (dress sandal must have a back, is included in fun shoes, and must be black, white, or brown solid.)

Toiletries: (See alcohol policy and inappropriate items list for more details)

- Soap/body wash (cannot contain alcohol in first 3 ingredients)
- No tampons until level 2
- Hair ties and hair bands
- No bobby pins
- Toothpaste (cannot contain alcohol in first 3 ingredients)
- Toothbrush
- Facial cleaners (cannot contain alcohol in first 3 ingredients)
- Pads
- Electric razor (if desired)

Extra Transition items: Only while in Transition.

- 5 jeans (3 extra than normal)
- 7 Shirts

Other Room rules:

Other Items allowed in rooms rules:

On dresser:

- 1 memo board (school provided)
- 1 photo album
- 1 decorative item such as Buddha, cross, flower, trinket...

In Bathrooms: nothing

On closet box:

- 1 purse (level 3-4 only)
- 1 backpack

Items allowed on beds

- 2 stuffed animals
- 2 pillows
- 1 extra blankets folded at bottom of bed
- fitted sheet
- flat sheet
- comforter
- NO bed skirts.
- No books in big drawers
- Anything in small drawer.
- If you can not fit your personal items in:

- 1 small drawer,
- 2 big drawers,
- 1 bed box,
- 1 bath box,
- 1 closet box
- Shared closet and shoe rack space:

It goes home.

- You must share the closet and shoe racks equally.
- No laundry soap in hampers
- NO cardboard boxes in rooms
- If you are not in transition you cannot have extra items they must be sent home.

These are the maximum amount of items you may have. You may choose to have less but not more. No frayed or worn clothes will be accepted.

Anything not on this list must be approved by the Community Dorm Director.

Dress Code

EFFECTIVE December 1st, 2011

Skirts:

- *Style: Straight or pleated – Knee Length*
- *Black leggings may be worn under skirts –except on graduation days*
- *No pants may be worn under skirts*
- *1 Khaki skirt (required), 1 additional Khaki or approved plaid skirt optional*

Pants/shorts:

- *Styles: No more than 4 inches above knee. Must not reveal skin when bending over. Pants must fit (not be too tight or too baggy).*
- *Color: Khaki in stone or light tan only – No Green*
- *Jeans/Levis are approved for after school, weekends, and activities for level twos and up.*
- *Black Exercise Shorts – No more than 4 inches above the knee*
- *No rips, tears, or writing (in pen or marker) permitted on pants. Pants may have writing on INSIDE identifying what student they belong to.*
- *Pants with rips, tears, writing, etc. will be sent home.*
- *Sweat pants – Exercise time only:*
 - *Black*
 - *White stripe is approved*
 - *No logos or wording (except for CCA logo)*

Belts:

- *Must go through the belt loops of pants or skirts*
- *Brown or black belts only. No studs or spikes.*
- *Belts are optional provided a uniform shirt is worn which covers belt loops.*

Shirts (uniform shirts provided):

- *1 White shirt (required) for graduation and community days, provided by program.*
- *Polo shirts are standard uniform, provided by program.*
- *Students are required to wear a uniform shirt which corresponds to their **phase** at all times, except for Phase Four's on home visits or Phase Four activities.*
- *2nd shirt may be worn under uniform shirt however it must be white or same color as uniform shirt – Single color only*
 - *Tank tops are permitted but must have 3 fingers across shoulder strap - No spaghetti straps or “wife beater” style shirts.*
- *No band, gang, or negative images on shirts.*
- *White T-Shirts Approved as undershirts or pajamas.*
- *No sleeveless, low-cut or off the shoulder tops.*

Jackets/Coats/Sweatshirts:

- *Must be able to see the uniform shirt color*
- *No sweatshirts, sweatshirt “coats” or “hoodies.” No sweatshirt materials other than CCA provided or uniform approved fleeces. These will be provided by the Program.*

Jewelry (please - no sentimental or expensive jewelry- at own risk):

- *No gang, satanic, negative friend, or negative image jewelry*
- *Earrings-Studs only Phase 1, small hoops or dangles 1” maximum size Phase 2 and up, 1 in each ear all Phases*
- *Necklaces – 1 necklace worn at a time*
- *Bracelets – 2 bracelets per wrist plus a watch worn at a time*
- *No “hospital bracelets”. If student comes from or has to go to hospital their bracelet must be cut off.*
- *No “anklets”*
- *No body piercing (including tongue, eyebrows, and belly button)*
- *Rings – 2 rings maximum per hand – No toe rings*

Under Clothing:

- *Bras – Must wear – Must be lighter than shirt being worn – No black, zebra prints, or leopard prints (pastel prints are permitted).*
- *Underwear – Must wear - No thong underwear – No black*
- *House supervisor has final say on whether an undergarment is appropriate or not.*

Swimming Suits:

- *Once Piece and conservative in cut and style.*

Hair/Hair Accessories:

- *Hair should be out of eyes and clean*
- *Bandanas are not allowed*
- *Hair must be a natural color and conservative in cut and length.*
- *Hair must be presentable (no “messy buns,” hair in eyes, dreadlocks, etc.)*

Shoes:

- *Dress shoes are approved at all times, but must have a closed toe and closed back.*
- *No high heels except for graduation or community days. High heels worn on these occasions must have a heel no higher than 2”.*
- *Sneakers are approved and may be worn with uniform as well as after school and on weekends. They must be clean with no rips, holes or writing on them (other than brand name).*

- No flip flops are allowed as part of the uniform. They may be worn after school or on the weekends.
- UGG's will be permitted during the school day provided they are in good shape, and have no writing on them.
- Slippers are OK, but they may only be worn in the house and not with a school uniform.

The recommended "MAXIMUM" amounts of shoes to bring are 7, and are listed below:

- 1 Exercise Shoe
- 1 School Tennis Shoe
- 1 Dress Shoe - heel no more than 2"
- 1 Flip Flop Shower Shoe
- 3 of Student Choice:
 - 1 Boot or UGG
 - 2-3 Fun shoes (i.e. flip flop, slipper, dress shoe, etc.)

An 8th pair - horse riding boots, will be permitted if involved in Equestrian Program.

Socks/Leggings:

- Both regular and knee high socks, are OK in the following colors, White, Black, or Navy
- Leggings are ok in Black ONLY. **MUST be knee length or longer.** Leggings may not be worn under shorts or to exercise and may not be worn on Grad days.

Makeup:

- No Make-up Phases 1 – 2
- Light Make-up Phases 3 – 4; Mascara, Blush, Clear Lip Gloss only
- Eyeliner is not permitted at any level
- Makeup may not be shared between students

Fingernails:

- Must be kept neatly filed
- Clear polish only Phases 1 – 2
- Light polish colors Phases 3 – 4
- No unusual colors (neon's, bright colors, patterns, etc.); with the exception of pinks and reds – these will be permitted for Phases 3 and 4 only.
- Dorm supervisor has final say on fingernail color.

Pajamas:

- *Modest and Conservative*
- *3 fingers across shoulder strap on tops -No spaghetti straps or “wife beater” style shirts*
- *Boxers may be worn under long night shirts*
- *Night shirts must reach mid thigh or longer*

Phase 4 Religious and Off Campus Activity Outfits:

- *Must meet above Dress Code rules for length and modesty.*
- *Shirts: 3 inch minimum on shoulder - No midriff’s showing*
- *May wear own pants, shorts or skirts as long as they are appropriate in style and color.*
- *Skirts: Knee length*
- *Shorts: No more than 4 inches above the knee*
- *Outfits must fit (Not too tight or too loose)*

Phase 3 Religious Services:

- *Must meet above Dress Code rules for length and modesty.*
- *Shirts: 3 inch minimum on shoulder - No midriff’s showing*
- *Skirts: Knee length*
- *Shorts: No more than 4 inches above the knee*
- *Outfits must fit (Not too tight or too loose)*

Phase 3 Off Campus Activity Outfits:

- *Must wear uniform shirt*
- *May wear own pants, shorts or skirts as long as they are appropriate in style and color.*

Phase 2 Religious & Off Campus Activity Outfits:

- *Must wear uniform shirt*
- *May wear own pants, shorts or skirts as long as they are appropriate in style and color.*

Inappropriate clothing or items will be mailed home to parents.

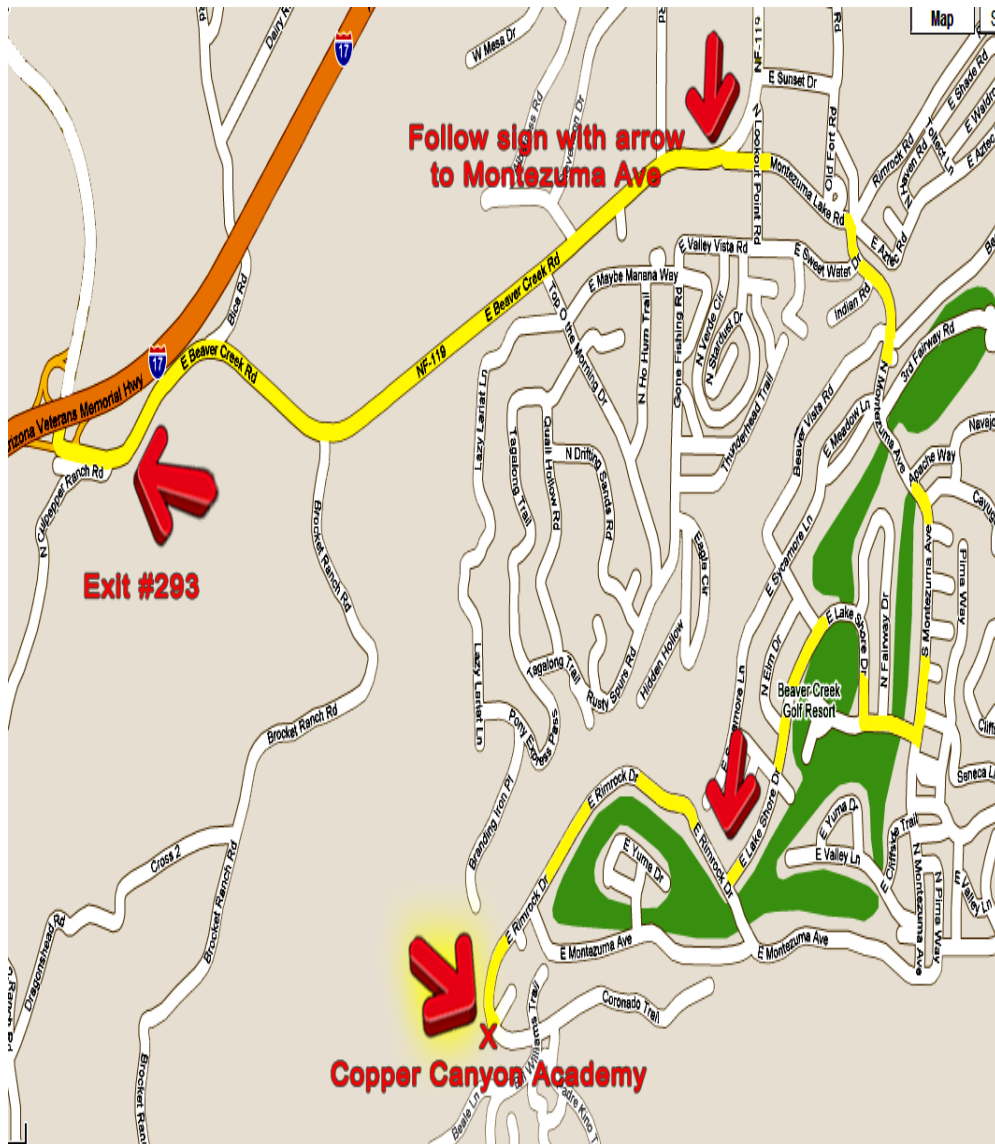
IN ALL CASES, RESIDENTIAL SUPERVISOR WILL GIVE FINAL APPROVAL ON OUTFIT AND CLOTHING APPROPRIATENESS.

Directions to Copper Canyon Academy, Inc.

3095 Coronado Trail – Rimrock, AZ 86335
928.567.1322

From Phoenix, take I-17 North to Exit 293 - Lake Montezuma/McGuireville (approximately 90 miles)

Stay straight at the intersection and travel through McGuireville on Beaver Creek Road. After 1¾ miles take the right fork at the “Y” (there is a gas station in the middle of the Y) onto Montezuma Lake Road. Stay on Montezuma Lake Road until you reach Lakeshore Drive where you will turn right (Beaver Creek Golf Course Clubhouse is on the corner of Lakeshore Drive and Montezuma Lake Road.) Follow Lakeshore until it ends at Rimrock Drive. Right on Rimrock and follow it to the school.



Additional Resources
for
Parents

Copper Canyon Academy

A Trailhead to Success

Rimrock, Arizona

928.567.1322

Paul Ravenscraft, Admissions Director pravenscraft@coppercanyonacademy.com

Stephanie Coleman, Admissions Counselor scoleman@coppercanyonacademy.com

Visit by: Lon Woodbury, January 24, 2005

lon@woodbury.com

The approach to the main building of Copper Canyon Academy is always impressive; a two-story mansion modeled after the style of the old south. It has charm, plenty of inside room and atmosphere. As an all-girls school, a girl's first view of the school must be at least somewhat reassuring to her that she is not going to be living in bare rooms of concrete blocks. The reassuring thought might even cross her mind that perhaps the owners of her new school have some taste.



When I arrived, the girls were scurrying around with mops, brooms and carrying old carpet out of the building. Darren explained that Arizona had just endured record rain with flooding that had threatened the building, and resulted in a tremendous amount of mud being tracked into the building. The result was that since the old carpeting was almost ready for replacement anyway, they decided it would be better to buy new carpeting. The girls had enthusiastically jumped into the redecorating project, helping pick new carpet patterns, and working at cleaning out the old to make the floor ready for the new carpeting. Their clean-up was in full swing during the afternoon I arrived.

On the little hill behind the mansion are the classrooms, which are new since my last visit five years ago. The classrooms are accessible by a skywalk from the second floor of the mansion. The girls can easily walk from their dorm rooms across the skywalk to the well-provisioned classrooms, which include a number of computers. The school is well wired for computers, with its own server, and of course strict control on Internet access. The classrooms reflect the serious commitment the school has toward their academics, and is accredited with a college prep curriculum. Competitive sports is also an important part of the program, and several of the girls at the time of my visit were leaving for a sports event, and others were just returning from another sports event. Copper Canyon is very active in Arizona sports leagues in basketball, softball, volleyball and soccer.

A major expansion of the school was represented by a pile of rocks a short distance from the Mansion, close to an old church currently used for activities and groups. This pile of rocks represents the first step to laying the foundation for a new building. It was explained that the school will move into the new building, and the Junior School will be moved from its current location in Camp Verde a few miles away into the Mansion. Of course, having the two programs close to each other has obvious administrative and program advantages.

Copper Canyon Academy looks at helping girls within a whole child perspective. The program is designed to help develop improvement and awareness in five areas: emotional, mental, physical, social and spiritual. Implementation of each of these five areas is visible to any visitor. For example, by focusing on building a sense of community, and I saw a real sense of community while I was there, the girls are working most obviously in the social and emotional areas. Or, in their physical activities such as nature hikes in the surrounding areas or even sports, they are not only working on physical growth, but also use that for increased spiritual understanding and can even earn academic credit. In the classrooms, they of course are working on improving their mental abilities, but even in the classroom, there are opportunities for increasing awareness in the emotional, social and spiritual areas. Like any well thought out program, you never do just one thing. Any activity will touch the whole child, and thus have implications in all five areas. The academy seems to have grasped that concept very well, and does a good job of implementing it.

As I usually find in my visits, the girls' dorms and personal space in the dorms varied widely. At one extreme was the rather bare space of a girl who was still upset about being there. Another space felt warm and cozy with a lot of stuffed animals and family pictures by the girl who had progressed to where she was comfortable with herself and ready to graduate. Come to think of it, this measurement of progress is as good a way as any to show how the academy is helping to create the positive changes in the girls' lives.

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Parent/Child Communication in a Special Needs Program

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Parents have expressed concern about how to actively participate in their child's life and treatment plans once they have placed their child in an emotional growth residential program or therapeutic boarding school.

Upon enrolling their child, the parents must learn to follow the rules of a school or program, just as the students do. Although it was the child who had the inappropriate behaviors, in order for a program to be effective, the parents must also be active participants in the strategies that the program is using to help their child. Programs recognize the importance of involving the entire family system, when possible, in order to improve the communications between the parent and child. As a result, parents see that they probably have issues that they need to work on while the child is working on his or hers.

How do parents interact with their child in order to better understand each others' needs once the child has been placed out of the home and the parents are no longer in direct control? All of the schools and programs that we work with have certain expectations from the parents when a child is considered for placement. For example, some schools require parents to spend a certain amount of time on campus, visiting with their child to work on issues. Some schools require the parents to seek individual therapy while their child is in the program. Many require home visits after some time has passed, as a tool to determine progress and issues that still need work. All of the schools/programs expect letter writing and conference calls or weekly/bi-weekly calls for the parents to stay connected with their child, as well as to be kept "in the loop." The rules that parents should follow vary with each different school or program, and I will describe my opinion on a couple of them.

Parent Letters

Parent's letters to the student should follow the guidelines of the school or program. Generally, the program will give the parents an assignment to write a letter dealing with issues that are appropriate to be addressed at that stage of the child's treatment plan. The staff members see the child almost every day and can identify when the child is ready to work on new issues that arise. They will mediate and at the appropriate time, will present the child with letters that discuss the issues and feelings that the child is ready to work on. This mediation is to protect the child from emotions they aren't ready to deal with. But at the same time, parents are able to get their feelings and issues on paper and out of their heads (to help keep them from going insane!). Friendly letters are good in the beginning; the child probably won't want to hear why they are there or that they need to be there, even though they may ask. They must first discover on their own, why they are there. They don't need to hear updates about what their friends are doing or how much the parent misses them; sometimes this can communicate vulnerability on behalf of the parents, which the child can use to their own advantage in order to manipulate their way back home.

Phone Calls

During a call, the parent should remind the child how much they still love them, but should also be firm, especially in the beginning when the child tries to get out of the program by playing on the parents' guilt or promising to change. Calls are similar to letters to the student in that there are usually guidelines when there is a conference call between the student, parent, and staff members. The staff will mediate the call to keep it from getting out of hand.

Student Letters

In the beginning, the student will probably write to tell the parents how miserable they are and how much they hate their program, or how much they have changed (instantly). One thing to remember is the number of years that it took to learn the behaviors that caused the placement in a program. It won't be "fixed" over night. It takes time to heal and develop new behaviors and new ways to deal with difficult problems; children especially need time to mature and learn new tools. The parent is justified in voicing concerns based on what their child says about the program and to research it thoroughly, but it is also important to remember how much the child lied and/or cheated before the program, or how manipulative the child has been.

The parent doesn't need to feel guilty that the child's life has been uprooted by the placement. I don't know any child in any of the programs I attended who was "happy to be there" upon first arrival. In fact, the first thing I said to Penny Riddell of Explorations when I met her was "I am not happy to be here!" Her response, "I didn't ask you if you were happy to be here, I asked how you were."

Parent Visits

I read on the discussion board on www.Strugglingteens.com, that one set of parents had been visiting their child, taking him out to dinner, movies, shopping...rescuing him from looking at why he was there. When they stopped taking him out and around, he rebelled, not wanting to talk to them, not wanting to do things with them because he wasn't getting his way anymore. What is my advice for this? Don't do it in the beginning. Sure the parent may feel that they don't see their child very much anymore, but why is the child there? To work on some issues and behaviors, and the important thing when parents visit is to work on these with the child and the staff in the program, rather than going off campus where the child can avoid the issues or become manipulative. Once the child has been in the program for a while, and has worked through some of the problem behaviors and issues, it may be appropriate to practice going out with the parents.

The important thing that parents need to remember is that once their child is enrolled, their child will be making changes; therefore, their home environment must change also. The parents are responsible for this in that they are the adults and control what happens at home. The child will also be working on issues that arise while in the program that may or may not directly involve the parents. I'm not saying that the parents are to "blame" for the family problems, but the parents are a contributing factor. The parents, being the adults in the family, need to take responsibility that somewhere along the line, the child missed some important life lessons, and parents need to work to improve the home life while their child is in the program. Parents need to remember to be receptive to new ideas and strategies as well as being open to experiencing the feelings that arise.

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