



Student Manual

Dear Student,

Welcome to Sedona Sky Academy! We are pleased to have you join our program, and we know you may have many questions regarding what will happen next. We look forward to assisting you in working through the upcoming challenges you will be facing.

We want you to know how important you are to us, and we are here to support you and to help meet your needs. There will be times when you feel angry, scared, uncertain, nervous, and doubtful. We recognize these feelings and want you to know they are common among most new students.

This student manual has been written to assist you in understanding what will be expected of you over the time you are enrolled. Most of your questions and concerns are answered in the following pages however we want you to always feel free to come to us at any time.

Sincerely,

Sedona Sky Academy Staff



*Tammy Behrmann
Executive Director*



*Paul Ravenscraft
Admissions Director*



*Mike Gurr
Clinical Program Director*



*Rod Adams
Residential Program Director*



*Ken Buxton
Academic Director*



*Roxanne Jasman
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MISSION STATEMENT

Sedona Sky Academy is a community of warmth, respect, mutual cooperation, friendship, leadership and compassion for all students. The students, teachers, therapists, and staff 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. Sedona Sky Academy focuses on emotional, social, physical, and academic growth.

SEDONA SKY ACADEMY GOALS

- To provide a school that redirects and enhances the emotional, physical, mental, spiritual and social skills of teenage women.
- 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 and creates a confidence and joy in learning.
- To create an atmosphere and curriculum that fosters self-motivation, accountability, and responsibility.
- To provide an environment where students feel safe, secure and cared for in an environment designed to create change and new choices.
- To provide a school that redirects and enhances the emotional, physical, mental, spiritual and social skills of teenage women.

QUESTIONS AND ANSWERS

- 1- **How long will I be here?** Sedona Sky is designed to be a 10-month program. Your actual length of stay is determined by your attitude and willingness to work through your program. Each student has a customized program based on their specific issues.
- 2- **When can I talk to my parents and friends?** While at Sedona Sky we want you to focus on you. Next the focus is turned to your integration back into your family. You will begin phone calls with your family after your therapist recommends for you to have your first call. Short weekly calls will begin at your therapist's recommendation. You will have very limited contact with your friends during your enrollment at Sedona Sky Academy.
- 3- **What about letter writing?** We encourage letter writing to begin immediately. In fact, you are required to write a minimum of one letter per week to your family. All mail is sent to your parents who can then forward the mail to family and friends they consider to be appropriate. All mail coming in must also come from your parents. We do not screen or read your mail. Your friends must send their letters to your parents first and your parents will forward the mail to you.
- 4- **What can I receive in packages from my family?** Approved items from your parents include: books, stationary, pens, colored pencils, art supplies, craft projects, etc. All packages being sent by parents must be pre-approved by your Residential Manager before they are shipped. Parents are not to send food, candy, gum, personal necessities, or illegal items.
- 5- **When can my family come visit me, and when can I go home for a visit?** Parents are invited to visit you after you receive the treatment team's recommendation. All visits will be determined by the treatment team based on your progress.
- 6- **What do I do for spending money while I am here?** All students are given an allowance while enrolled at Sedona Sky. You will be expected to budget for personal necessity items and activities you participate in. Budgeting is a very important skill you will learn while you are here. The allowance account is explained in detail later on in this manual.

CODES OF CONDUCT

Code of Honor and Pride - It is important that the facility is clean and free from any agents that may jeopardize the health and wellbeing of students and staff. In addition, emotional health and personal hygiene, grooming and dress are often interrelated. Poor hygiene, sloppy or negative appearance often contributes or indicates ones emotional pain or anger, or expresses opposition and defiance.

Hygiene Code

1. Shower once each day (morning or night) and after physical recreation activities.
2. Brush teeth after every meal.
3. Wash hands before each meal.
4. Follow the individual treatment plan with respect to hygiene related issues.
5. Keep bedroom and bathroom clean at all times.
6. Change and wash personal linen at least weekly.
7. All dirty/used clothing must be washed at least weekly.
8. Clean-up after self when using general areas of the facility.
9. Residents must alternate use of shoes and socks/nylons to promote good foot hygiene.

Grooming Standard Code

1. Avoid the use of excessive make-up and remove make-up daily before bed.
2. Sharing make-up will result in loss of all make-up for a minimum of seven days.
3. Personal grooming such as hair combing, make-up, nail cutting etc. is performed in the privacy of the student bedroom and/or bathroom.

Haircut/Hairstyle Code

1. There will be no areas cut closer than 2 inches.
2. No dyeing in radical colors. Only natural colors will be permitted and only then with their therapist prior approval.
1. No haircuts or styles will be allowed that attract undue attention.
Note: Residents whose appearance does not conform to dress code and grooming standards will be restricted and may result in loss of activities until corrected.

BASIC CLOTHING SUGGESIONS AND PERSONAL ITEMS LIST

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 the Director or Residential Managers.

Quantity Article – See Dress Code for Specific Guidelines

15 in total -Casual Pants/J Jeans/ Skirts/Shorts (*shorts must have a 7" inseam or longer and skirts must be knee length or longer*)

15 in total T-Shirts/shirts (Plain, Striped or nice design) not including SSA attire
Underwear/ Bras as many as needed

7 Undershirts

Outwear: 4 sweaters; 2 Jackets

2 Dresses or Dress Up outfits – For Dinners and Special Occasions (*dresses/skirts must be knee length or longer*)

1 (Required)Khaki or plaid skirt - For Graduations (*knee length or longer*)

2 Pair Athletic Shoes

1 Pair Slippers or Flip Flops

1 Pair Loafers – Slip on Shoes

1 Pair Dress Shoes (2 inch heel maximum)

Socks- as many as needed (Needs 2 pair boot or knee length tube socks)

2 Bathing Suits – One Piece or modest Tankini and bottom

2-3 Pair Pajamas – Robe optional

1 Blow dryer, curling iron, flat iron

1 Electric razor

Personal Hygiene Items & Basic School Supplies

Sedona Sky Academy operates a small general store where a number of items can be purchased at discount prices, including:

- *Personal Hygiene Supply*
(Shampoo, Deodorant, Toothpaste, Dental Floss, Sanitary Supply, Etc.)
- *Basic School Supply*
(Notepads, Pens, Pencils, Rulers, Protractors, Flash Drives, Etc.)
- *Basic Clothing –*
(Underwear, Socks, Boot Socks, Riding Jeans, Etc.)
- *Clothing Items with School Logo*
(Polo Shirts, T-shirts, Jackets, Etc.)

Sedona Sky Academy provides the following items upon admission: Riding Boots, 3 Pair Riding Jeans, 1 White Oxford Shirt, 4 T-Shirts, Uniform Polo Shirts, Exercise Shorts, Exercise Sweats, Water Bottle, Bedding & Towels.

Dress Code

Please ensure you understand the rules. If you have need of clarification please ask. Inappropriate items will be returned. Dress code standards must be adhered to whenever students are on campus including the time beginning, during or at the end of an off campus visit or when visiting after discharge. The Students are expected to be attired in activity appropriate clothing.

- Only clean and wrinkle free clothing may be worn. (Clothing with holes, tears, patches, heavy fraying at the bottom or that is badly worn is inappropriate).
- All clothing must be prominently labeled with the initials of the resident.
- Clothing may not be gang related nor project a negative image (Clothing with alcohol, cigarette, musical groups, sexually suggestive content, combat clothes, Rave attire, sagging, hip-hop and/or oversized pants are all inappropriate)
- No solid color outfits of gang nature or gang related attire including socks, shoe laces, bandannas, etc. is permitted.
- Hats & Beanies can only be worn on off-campus activities and when appropriate for activities outdoors. Brim of hat must be worn forward. Hats are to be activity and weather appropriate.
- Sunglasses worn indoors are inappropriate.
- For special events, ceremonies, etc. each resident needs a set of "nice" clothing.
- No borrowing from other students, nor "giving" of personal belongings to other residents.
- Tattoos will be covered as much as possible.
- No bare feet. Flip flops or shoes must be worn at all times in the common areas of the school.

Skirts

- Style: straight or pleated. Must be knee length or longer.
- 1 Khaki or Plaid skirt is required.
- Leggings or Spandex Shorts may be worn under skirts; however, pants may not be worn.

Pants

- Style: must fit properly and reveal no skin when bending over. Pants can be only 1 size larger than waist to prevent "sagging" and cannot be "baggy" in the legs.
- Properly fitting jeans are approved for students
- No rips tears or writing other than a name written on the inside. Pants with rips, tears or excessive fraying will be sent home
- Black exercise pants may be worn at exercise or approved activities. No logos or writing.

Shorts

- Style: Must have a 7" inseam or longer and must fit properly.
- Properly fitting jean shorts are approved for students
- SSA black exercise shorts should be worn at exercise and approved activities. Other shorts should not have logos or writing on them.

Shirts

- Shirts must be plain, striped, decorative or floral in design
- Shirts with images or large logos will not be permitted. Small logos i.e. Nike is OK
- Students are allowed to wear SSA logo shirts
- An undershirt may be worn under shirts only.

- Students who are participating on an athletic team will be allowed to wear their SSA jersey on game day to school (just the top)
- Students should not wear anything with negative messages, drug paraphernalia, gothic symbols or look, or other negative images. Shirts with words or messages on them are not allowed.
- Muscle shirts and rolled-up sleeves are inappropriate. Shirts need to be of appropriate length to prevent underclothing from showing especially when arms are raised. Tank tops may only be worn as underclothing.

Jackets and Coats

- Coats are to be worn outdoors only.
- Must be conservative and well fitting – Same rules as shirts
- Sweatshirts - Same rules at Shirts
- Coats will be approved by the Residential Manager.

Belts

- May wear brown or black leather belts
- May wear belts if conservative and goes with the outfit
- Belts may not have spikes, symbols, chains or other items on them

Jewelry

- Rings: 2 per hand maximum. – No anklets or toe rings are allowed
- Jewelry that is sentimental or valuable should be sent home for safe-keeping, when keeping, it is at the wearers own risk.
- No gang, satanic, negative image jewelry, spikes, or chains are allowed. “Punk-like” jewelry is inappropriate (chain chokers, spiked leather wrist bands, etc.).
- Hemp jewelry is not allowed.
- Earrings: maximum of 2 earrings in each ear. The earrings have to be either studs or ½ inch hoops. No gauges, bars, spikes, or dangly earrings allowed.
- No “hospital” or “Theme Park” bracelets.

Underwear

- Bras: must be worn at all times except while sleeping. Bras must be lighter in color than the shirt being worn. No animal prints.
- Underwear: must be worn at all times. No thongs. No animal prints. Residents must wear appropriate underclothing. Underclothing should not be visible at any time.

Swimming Suits

- One piece or Tankini Suits only – MUST be conservative in cut and style.

Hair and Hair Accessories

- Hair must be natural in appearance. Colors or styles that are bright or unsightly will be changed by approval of the Director or Residential Manager.
- Hair may not have dread locks.
- Students will be able to dye their hair during visits with Residential Manager approval
- Color and cut must meet the above guidelines. Highlighting is permitted if it is subtle and natural in color.
- Hair must be styled, neat and presentable.

Shoes

- Shoes with soles or heels must be 2” or less
- Sneakers, Vans, Converse, Toms, flats, UGGs and other similar. They must be clean with no rips, tears or writing.

- Shoes must be appropriate for the activity.
- Flip flops may not be worn during school or in the dining hall.
- Slippers may be worn in the dormitory only.
- No steel toed footwear, platform shoes, or combat/army type boots.

Socks and Leggings

- Style: socks may be of any length up to the knee.
 - Knee high/length socks must be solid in color
- Leggings may be worn in solid colors only

Makeup

- Makeup is not permitted for phase 1-2.
- Phase 3 may wear blush, mascara and clear lip gloss only.
- Phase 4 may wear blush, mascara, clear lip gloss, foundation and powder only. The foundation and powder must be natural in appearance and match the students' skin tone.
- Eyeliner is not permitted at any level.
- Makeup may not be shared between students.

Fingernails

- Are to be clean and filed neatly
- May wear fingernail polish – 1 color only at a time. No other products on nails.

Pajamas

- Style: modest and conservative.
- Pajama tops and bottoms must be worn.
- Tank tops worn outside of clothing must have straps that are at least 3 fingers across. No spaghetti straps.
- Nightgowns must be mid-thigh length or longer.
- All students must be properly covered at all times when in bedrooms, common bathroom areas, or other places within the facility with the exception of time when showering or while using the toilet facilities.
- Proper sleep attire should consist of pajamas or a t-shirt and shorts/pajama bottoms. When students are out of bed they should be properly covered at all times as sleep attire is not proper when in the hallway or common areas.

Backpacks

- Backpacks are to have no writing or inappropriate material on them as outlined in other places in this manual. Backpacks should be appropriately stored when not in use (not lying in the hallways, blocking doorways, etc.).

IN ALL CASES, THE DIRECTOR OR RESIDENTIAL MANAGER WILL GIVE FINAL APPROVAL ON CLOTHING APPROPRIATENESS.

Inappropriate Items List

- Razors
- Glass
- Aerosols
- ***Products with alcohol***
- Glue
- Fingernail polish/remover
- Sharp objects
- Scissors
- Knives
- Weapons
- Metal fingernail files
- Tapes/CD's/Players
- Eyeliner, Dark make-up
- Lipstick
- Bandannas
- Food/Candy/Gum
- Satanic materials
- Addresses and Phone #'s (other than parents)
- Pornographic materials
- Cigarettes/Drugs/Alcohol /Cloves,
- Drug paraphernalia
- Candles
- Matches/Lighters
- Witchcraft items

*Anything determined by staff to be unsafe, dangerous, or inappropriate.

Laundry Rules

- Laundry days are assigned by the Residential Manager. Laundry is only to be washed on the assigned day.
- Laundry may not be left in the laundry room overnight.
- All clothes must be folded and put away before bed.
- Bedding and towels are to be washed each week.
- Laundry room is to be kept clean during and after use.

Laundry Instructions

- Sort clothing according to color.
- Do not overfill the washer or dryer.
- Clean the lint screen on the dryer before each load is put in.
- Use the appropriate amount of personal or provided laundry soap. Using too much soap may stain the clothing.
- Pre-treat any stains.
- Contact the Residential Manager for special soap needs.

General Conduct Codes

Code for Fostering a Safe Environment - It is paramount to the treatment environment that all students enjoy a sense of safety and not have to deal with any form of violation of property and/or person. Therefore, all students need to feel safe from physical, sexual, emotional and property violations. For this reason all students are expected to abide by the following Code of Conduct, and will not engage in the following:

1. Any form of violence (i.e. pushing, shoving, hitting, kicking, biting etc.).
2. Threatening or hurting oneself by self-mutilation, suicidal threat and/or other unsafe and dangerous behavior.
3. Any real or implied threat of violence.
4. Any form of sexual acting out, including petting, touching, kissing, note writing, exhibitionism, or sexually offensive comments, etc. [Being "in the position" of the offense - not actually engaging in them - carries with it programmatic consequences.]
5. Any form of destruction, mutilation or damaging of facility, staff or other students property.
6. Any theft (including unauthorized use) of property of fellow students, staff or facility.
7. The possession, transmittal or aiding and abetting the use or possession of contraband (weapons, drugs, alcohol, pornography, stolen items, etc.).
8. Running, planning or participating in running away from the facility.
9. Violation of the confidentiality of students and their families.
10. Being outside without staff permission and direct supervision.
11. Playing pranks, hazing or scaring other students.
12. Changing temperature controls.
13. Removing cups or dishes from the kitchen and dining areas.

Code for Conducting Self with Appropriate Behavior - Every rule at Sedona Sky is designed with respect in mind. Sedona Sky is truly a community/family of respect. Students respect each other; students respect the staff; staff respects the students and staff respects the staff.

1. Maintain appropriate manners and courtesy to others at all times. This includes using please, thank you, excuse me.
2. Follow the instructions of staff and teachers in a respectful and cooperative manner.
3. Treat other students with respect and cooperation.
4. Treat the facility and all property with respect and care. Any repair and/or replacement will be taken out of your allowance.
5. Be on time for all classes, meals, and activities.
6. Respect bathroom. Flush toilet after use. Any backed up or un-flushed toilets must be reported to staff immediately.
7. All books must be pre-approved by Residential Manager or Academic Director.
8. Get permission from staff to be excused when at the table, in class, or during any meetings.
9. Stay on campus at all times unless permission has been given to leave. Be in eyesight of staff at all times unless permission is given.
10. Students are only allowed in their own rooms. Students should never enter another student's room.
11. Phone calls are only made under the direct supervision of a staff member. All phone calls are to be pre-authorized.

School Conduct Code - School is an essential element of the daily milieu program and offers students the opportunity to continue their academic progress as well as the chance to make up lost credits. School attendance and active participation in the academic program is required by all students in order to succeed within the treatment community. To ensure a classroom environment conducive to learning all students are required to abide by the following School Conduct Code:

1. Specific guidelines established by individual teachers for their classroom will be respected.
2. Students must comply with teacher's assigned seating arrangements in each of their classes.
3. Personal Boundaries: No talking about class members or class business outside of class.
4. No talking about other class members unless they are present and included in the conversation.
5. No talking about team business or activities during school.
6. No disclosing personal issues or information (addresses, phone numbers, etc.).
7. No letter writing or reading of mail.
8. No personal work during class time-approved class work only.

Personal Contact Code:

1. Physical contact of any kind with another student is strictly forbidden.
2. The writing or passing of notes to another student may result Phase Probation Status.
3. Flirtatious behavior (attention seeking, posturing, excessive eye contact, etc.) will result in disciplinary action.
4. Study notes are to be exchanged with other students only through the teachers.
5. No exchanging or borrowing paper/school supplies without first getting the teacher's permission.
6. Students who leave class or group for any reason (therapy, transport, etc.) must notify the staff supervising their classroom or activity.

Code for Meals and Dining:

1. Students are to be at meals on time.
2. Students are to have their hair styled prior to washing hands at meals.
3. Sit straight up with both feet on the floor. No leaning on chair legs. Chairs legs must remain flat on the floor.
4. No elbows on the table.
5. Do not reach across the table or other people.
6. Speak in a quiet voice with people at the same table only.
7. Eat slowly and with care.
8. Eat bite-sized portions.
9. Chew with a closed mouth. Don't speak with a full mouth.
10. Ask staff permission to use the restroom.
11. Use "please" and "thank you" when receiving food in the serving line.
12. No seconds on meals unless approved by Medical Dept.
13. Clean up personal areas, throw away trash and push in chairs.
14. Scrape food into the garbage and stack dishes neatly in the washing window.
15. Cups are not to be taken out of the cafeteria.

Field Trip Conduct

1. Students must follow staff direction at all times.
2. Students must be in view of staff at all times.
3. Students must show respect and good manners at all times.
4. Seat belts are to be worn at all times in vehicles.
5. Respect public and private property. Be respectful of the environment.
6. Violating field trip rules could result in the loss of next field trip.
7. Never litter.
8. Always have a buddy and know where your buddy is.

STUDENT ROOM CLEANING

BEDROOMS

1. No clothes on the floor. Personal items are to be picked up off floor and under the bed. All personal items are to be put away in their proper places.
2. Shoes should be straight and neat in the closet. Clothes are to be hung up neatly. Do not overcrowd the closets.
3. Items on the shelves in the closets are to be neat. Books are to be on the shelves.
4. Trash cans should be emptied daily.
5. Vacuum rugs daily.
6. Beds are to be made each morning. Covers are to be pulled tight and corners squared.
7. Personal items and pictures are not to be taped to the bed.
8. Under the bed there should only be one plastic storage bin and one bathroom basket per person.
9. Dressers and nightstand drawers should be neat. Clothes folded neatly. The tops of the dressers and nightstands should only have decorative items on them. Personal items are to be decorative in nature on top of dresser and nightstand. Personal items and pictures are not to be taped to the furniture.
10. Water bottles are not allowed on top of furniture.
11. Dust daily.
12. Beds are to be neat all day. Blankets folded at the end of the bed should be neat and tidy.
13. The floor should be clutter free including books, papers, magazines and shoes.
14. The bulletin boards should be pictures of family members, decorative drawings, and cards. There should not be any cutouts from magazines pictures of symbols of drugs, satanic, cults, negative influences, etc. are not allowed on the boards.
15. No books inside the dresser drawers.
16. No boxes except for the plastic tubs provided by SSA are allowed in the rooms.
17. One plastic storage box per person is allowed on the closet floor.
18. Each room is allowed only one calendar on the wall.

Major Clean Weekly

1. Clean behind dressers and nightstands.
2. Dust window seals
3. Vacuum floors.
4. Dust furniture with polish.
5. Wipe down both sides of door with rag.
6. Windows on even number days and blinds on odd number days.
- 7.

BATHROOMS

1. Sinks & Counters Washed Off
2. Toilet Wiped Down – Lift Seat and clean – Down sides & Floor
3. Tub Wiped Down
4. Mirrors Washed – Streak Free
5. Floors Swept

Major Clean Weekly

1. Toilet bowl clean with brush and toilet bowl cleaner
2. Floor Mopped
3. Tub, Shower and Sink Cleaned with Disinfectant

PHASE PROBATION STATUS

A student who violates one or more guidelines of the Code for Fostering a Safe Environment will be placed on probation status in an effort to insure safety for the student and her peers, and minimize disruption to the therapeutic community at large. A residential coach can put a student on probation status after consulting with their lead staff or house supervisor. In an emergency situation and at times when the Treatment Team is not readily available (late night, outings, etc.) residential coach (Lead, House Supervisor or clinical staff) may place the student on Phase Probation Status. The staff member who placed the student on such a status will immediately contact the Primary Therapist and or Clinical Director to insure proper decision making. Listed below are guidelines for placing a student on Phase Probation Status

1. When a student is placed on Phase Probation Status, she is suspended from all privileges pertaining to her current phase (not to include basic student rights).
2. The student will not participate in off campus recreational activities. (Students who have been placed on precautionary status within the past 6 days will not be allowed to participate in the next off-campus day)
4. The student will be suspended from all community roles (i.e. student council, or being an ambassador, becoming big sister etc.)
5. Students on Phase Probation Status are provided with increased support by staff. Staff may sit next to the student during meal times, or other group activities. Such a student may be situated in the classroom to provide maximum supervision by staff.
6. Students are placed on Phase Probation Status for a minimum of 24 hours and not more than 72 hours without review from Clinical Director.
7. Removing a student from Phase Probation Status must be approved by the Treatment Team including at minimum the Program Director, House Supervisor, Primary Therapist and or Clinical Director. Staff may remove a student from Phase Probation Status at any time after 24 hours. Such clinical judgment may be influenced by:
 - a. The student must first complete a Phase Probation Status Written Assignment present it to the team/house supervisor and have it accepted;
 - b. The nature and severity of the student's behavior that placed her on Phase Probation Status;
 - c. The behavior while on Phase Probation Status;
 - d. The student's verbal and/or written plan of action reflected on their Phase Probation Status written assignment which delineates the student's strategies of how she can avoid being placed in Phase Probation Status.

Phase Probation Status Log - An accurate accounting for Phase Probation Status and safety violation is extremely important since Phase Probation Status is tied to their phase status, re-application and more importantly for the safety of students and for staff.

ACADEMICS

Sedona Sky Academy offers a college prep-focused academic program and is fully accredited by AdvancED. The SSA faculty holds Arizona credentials, master's degrees, or both. Sedona Sky Academy's academic program is designed to maximize a student's learning potential and joy of learning. Success in academics supports the school's goals of enhancing students' self-esteem, self-confidence, and self-management.

The Sedona Sky Academy academic program offers the following programs and services:

Courses Offered - The academic program at Sedona Sky Academy offers smaller 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, Creative Writing, Shakespeare; **Science:** Biology, Chemistry, Earth Science; **Mathematics:** Pre-Algebra, Algebra, Algebra II, Geometry, Trigonometry, Calculus; **Social Studies:** American History, World History, U.S. Government, Geography, Psychology, Sociology, Economics, Child Development; **Foreign Language:** Spanish, French; **Fine Arts:** Dance, Studio Art, Drama, Choir

Electives: Journalism, Health, PE, Horsemanship, Food & Nutrition.

The Ability to Earn a High School Diploma - Sedona Sky Academy students actively work toward receiving a high school diploma. If a student earns all required credits while at Sedona Sky Academy, she will be awarded a diploma from the school.

By earning a high school diploma you build 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 - Sedona Sky Academy endeavors to instill in students a love for learning. In addition to learning 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 you to become a lifelong learner.

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 this complex world. Critical thinking skills also enable a student to dig deeper into subjects and 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 to complete assignments, classes, and earn a diploma. Self-discipline means not only the ability to complete things that are unpleasant and difficult, but also the ability to stay focused, remain persistent, and be organized. This trait serves the student throughout her lifetime.

Course Load - Each student at Sedona Sky 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 sequencing of classes may seem at variance from that of a traditional school setting. However, over the course of a year, sequencing of classes is very similar to that of a traditional school.

Block Schedule - A block schedule is followed at Sedona Sky Academy. 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. The school day begins at 8:25 AM 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 for students to 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 Sedona Sky Academy. Tutoring and test preparation 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 SSA students have been accepted is available.

Field Trips - Students participate in educational field trips to sites around Arizona, drawing upon the natural history of the area. Each field trip provides students with learning experiences in science, history, nature, culture, and art. More extensive traveling classrooms include participation in student leadership conferences, and competing at the Utah Shakespearean Festival.

SAT/ACT Preparation Classes - Classes are offered each semester to prepare student to master taking the SAT & ACT tests.

Weekly Schedule

(Schedule varies with the season)

MONDAY TO THURSDAY (SUMMER)

6:00-8:25	Exercise, showers, breakfast, horsemanship
8:25-5:00	School and horsemanship
1:15 – 2:25	Caseload group
5:00	Dinner, light cleaning, study time, recreational time, community service
8:30	Get ready for bed
9:00	Shutdown, no talking (Shutdown is at 10:00 on Friday)

MONDAY TO FRIDAY (WINTER)

6:00-8:25	Exercise, showers, breakfast, horsemanship
8:25-2:25	School and horsemanship
1:15 – 2:25	Caseload group
2:25 – 5:00	Dinner, light cleaning, study time, recreational time, community service
8:30	Get ready for bed
9:00	Shutdown, no talking (Shutdown is at 10:00 on Friday)

SATURDAY (FRIDAY – Summer Semester)

8:00-9:30	Breakfast
9:30-2:00	Major clean, Yoga, lunch, NA, constructive time, hikes
2:00-5:00	Local activities for phases 1-2, Out of area activities for phases 3-4
5:00-6:00	Dinner
6:00-9:30	Showers, movies
9:30-10:00	Get ready for bed
10:00	Shutdown, no talking

SUNDAY

8:00-10:30	Beauty time, cartoons, meds
10:30-2:00	Brunch, constructive time
2:00-5:00	Local Activities for phases 1-2, Out of area activities for phases 3-4
5:00-8:00	Dinner, showers, constructive time (summer)
5:00-8:30	Dinner, showers, constructive time (winter)
8:00-8:30	Get ready for bed (summer)
8:30-9:00	Get ready for bed (winter)
8:30	Shutdown, no talking (summer)
9:00	Shutdown, not talking (winter)

STUDENT & 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 to make it permanent. We strongly recommend every parent, student and family participate in our workshops.

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 families' 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.

We have 3 separate workshops that have been created for the students. These workshops are 3 days in length and are held on our campus. These workshops combine experiential as well as educational material. They are facilitated by a licensed therapist and teach the girls about their past, increase awareness, challenge old paradigms, allow them to be vulnerable and really be seen, to feel versus numbing out, learn how to move on and heal, and ultimately find their purpose and sense of worth again.

TRANSITION

What is Transition? Transition at Sedona Sky 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 SSA 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 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 SSA. It is also the responsibility of the transition parent

(Senior SSA 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 SSA 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 student's progress.

PRIVILEGES BY PHASE

PHASE 1 – Willingness

- One On Campus visit each month.
- All exercise and sports in local area.
- Weekly family therapy by phone begins.
- Family therapy and phone calls with student begins when clinically recommended.

PHASE 2 –Trust

- Eligible for all privileges of Phase 1.
- Eligible for more extended off campus activities.
- 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 weekly family therapy phone calls one time per week with parents/guardians upon therapist's approval (***Parent/guardian is responsible for calling in.***).
- Eligible for one on and/or off campus visits each month: (upon therapist recommendation).

PHASE 3 – Leadership

- Eligible for all privileges of Phase 2.
- Conservative make-up may be worn, and must be approved by the Residential Manager.
Only mascara, blush and lip gloss may be worn.
- Eligible for weekly family therapy phone calls with parents/guardians.
- Eligible for 1 off campus visit per month. Visits may be overnight in local area.
- Eligible for 1 three day home visit after successfully completing a minimum of two overnight visits.
- Eligible for off campus activities.
- Eligible for transitional living experience in the later part of Phase 3

PHASE 4 –Hope

- Eligible for all privileges of Phase 3.
- Eligible for weekly unsupervised phone call with parents.
- Weekly family therapy calls with parents/guardians.
- Eligible for 1 home 9 day home visit each month with therapist's approval.

DESCRIPTION OF PHASES

There are four phases to the Sedona Sky Academy program. Your privileges and requirements for the program are based on the phase you are at in the program and the trust you have acquired. The phases consist of:

Willingness - Student begins to see the choices they have made in their life, and how those choices resulted in their enrollment at SSA. Willingness focuses on students seeing and learning about choices and accountability and their results. Students have the opportunity to see what they have done and where they are in their inappropriate behaviors. Willingness has been designed to have the student begin to see success quickly.

Trust - Students have started to make progress in the program. They begin to see the results of their choices. Being Trust Phase focuses on the choices the student is making to progress. The focus is on the changing process and the steps needed to make those changes.

Leadership - This is where change truly begins. Students start changing because they personally want a better life, rather than out of a need to please or get out of the program faster. Leadership is by far the most difficult phase to complete and will typically take the longest period of time to progress. The student must demonstrate their words by putting them into action. Students take on leadership responsibilities in a pro-active way. Peer leadership and community interaction are a big part of Leadership Phase. The student will be interacting in the community with less staff supervision. Leadership is the first step to “walking the talk.”

Hope - Students are proactive by making choices based on accountability and results. Students genuinely walk the talk and are becoming role models for the new students. Students have earned the trust of the community and are expected to live up to that trust. Students begin visiting the family at home and start to demonstrate their desire to work successfully in the family unit. Students maintain consistency in all aspects of their life. This is where planning for home begins. The student and parents begin to design their home contracts and plans. Home visits prepare the student and his family for the student’s return.

ON-CAMPUS AND OFF CAMPUS VISITS

WILLINGNESS

- ♦ Family may be invited to participate in an on-campus family therapy session after a minimum of 4 weeks and with treatment team approval.
- ♦ After on-campus family therapy session student may receive 1-four hour on-campus visit with treatment team approval.
- ♦ A maximum of one visit every 4 weeks.
 - Possible exception – Student may receive 1 visit by each divorced parent in one month – up to therapist’s discretion.

TRUST

- ♦ Family will participate each month in 1 on-campus family therapy session.
- ♦ After on-campus family therapy session student may receive on-campus visit with treatment team approval. Time to be determined by therapist following family therapy session.
- ♦ A maximum of one visit every 4 weeks.
 - Possible exception – Student may receive 1 visit by each divorced parent in one month – up to therapist’s discretion.
- ♦ After one successful on campus visit student **MAY** be approved for an off campus visits. Rules and length of visit is approved by student’s therapist and/or treatment team.

LEADERSHIP

- ♦ Student may have 1 off campus visit each month.
- ♦ 1st Visit – 2 entire days off campus - 1 overnight.
- ♦ 2nd Visit – 3-4 entire days off campus – 2-3 overnights.
- ♦ 3rd Visit - 3 day home visit after successfully completing a minimum of two overnight visits.
- ♦ Length of each visit is predicated on the previous visit being successful.
- Off campus visits are to be in the local area. No out of state trips.
- Arizona students may not go home until the final visit with therapist approval
- *Special considerations are approved by Treatment Team only.*
- ♦ Parents are to write mandatory rules and review with the student. These rules are to be approved by the Therapist before each visit.
- ♦ Students are to write commitments to self before each visit.
- ♦ Students are not to have contact with friends during off campus visits.

HOPE

- ♦ Student should have 1-nine day home visit each month with Treatment Team Approval. *Student must complete 3 successful home visits before being considered for graduation.*
- ♦ Student must be on Hope Phase for a minimum of 2 weeks before any home visit.
- ♦ Students are not to visit friends unless on the approved friend list and with permission from parents.
- ♦ Parents are to write mandatory rules and review with the student. These rules are to be approved by the Therapist before each visit.
- ♦ Students are to write commitments for self before each visit.
- ♦ Parents and students are to write a home report that will be read in group after each home visit.

MOVE UP SHEET PHASE ONE: “WILLINGNESS”

Minimum: 4 weeks.

Do tasks each week; therapist will only sign off on 2-3 tasks per week.

Name:	Date of Arrival:	Date	Signature
Residential			
*Make sure your room is kept clean and tidy – bed is made, clothes picked up off the floor and put away, under the bed is organized and chores are completed			House Supervisor
*Make sure your laundry is done weekly including bedding			House Supervisor
*Read the student manual and sign the acknowledgement sheet.			House Supervisor
*Complete 5 hours of community service on campus			House Supervisor
*Willing to participate in workshop 1 if applicable			Program Director
*Meet with the Program Director to review progress			Program Director
Begin to orientated to the program by following the daily routine and rules			House Supervisor
Maintain personal hygiene.			House Supervisor
Participate in community activities, physical exercise and sports			House Supervisor
Regularly presents self as well groomed and follows CCA dress code			House Supervisor
Begin to develop an attitude of willingness to accept and work the program			House Supervisor
Begin to refrain from cursing, name calling, gossiping, slang or rumor spreading			House Supervisor
Learn the format for and is beginning to use “I feel” statements			House Supervisor
Begin to regroup quickly when told “No” and accept delayed gratification			House Supervisor
Begin to engage respectfully with residential staff and peers			House Supervisor
Clinical			
*Attend and participate in daily Horsemanship Program			Horsemanship Leader
*Learn the format for and is beginning to use “I feel” statements			Therapist
*Completed, sent and read a letter of accountability to parents			Therapist
*Journal at least 4 out of every 7 days. No inappropriate pictures or language. Date each entry			Therapist
*Can name and articulate the Stages of Change			Therapist
*Takes an active role in the participation of developing the treatment plan			Therapist
*Read “The Four Agreements” write a two-page response and present to caseload group			Therapist
*Complete a personal inventory of all harm done to self and others			Therapist
*Presentation for move up in caseload group			Therapist
*Attend your assigned caseload group, individual therapy session and specialty group			Therapist
*Attend identified support groups i.e. AA/NA/CODA			Therapist
Begin to regroup quickly when told “No” and accept delayed gratification			Therapist
Begin to develop an attitude of willingness to accept and work the program			Therapist
Begin to identify and implement strategies for managing your emotions, attitudes and conflicts			Therapist
Practice asking for help when needed and be open to feedback			Therapist
Meet with the Clinical Director to review progress			Clinical Director
Academic			
*Meet with your academic advisor to identify available academic supports and to begin formulating your individual academic plan			Academic Advisor
*Meet weekly with your academic advisor to review progress			Academic Advisor
*Meet with the Academic Director to review progress			Academic Director
Attend all scheduled classes			Academic Advisor
Begin to demonstrate a consistent level of effort, engagement and willingness in all classes			Academic Advisor
Work productively on homework during all study halls and other study times			Academic Advisor
Begin to regroup quickly when told “No” and accept delayed gratification			Academic Advisor
Begin using your supports			Academic Advisor

MOVE UP SHEET PHASE TWO: “TRUST”

Minimum: 8 weeks.

Do tasks each week; therapist will only sign off on 2-3 tasks per week.

Name:	Date of Move Up:	Date	Signature
Residential			
*Demonstrate self-management e.g. room cleanliness/laundry			House Supervisor
*Lead exercise three times: (date and staff signature)			House Supervisor
*Meet with the Program Director to review progress			Program Director
Able to manage your reactions when told “No” or when gratification is delayed			House Supervisor
Demonstrate a consistent level of participation in community activities , exercise and sports			House Supervisor
Continue to manage conflict with appropriate problem solving skills			House Supervisor
Frequently practices using “ I feel” statements when communicating with staff and students			House Supervisor
Complete 5 hours of community service on/off campus			House Supervisor
Continues to engage respectfully with residential staff and peers			House Supervisor
Refrains from cursing, name-calling, gossiping, slang or spreading rumors			House Supervisor
Regularly presents self as well groomed and follows CCA dress code			House Supervisor
Begin to show leadership in the community by holding self and others accountable			House Supervisor
Clinical			
*Attend and participate in daily Horsemanship Program			Horsemanship Leader
*Read the leadership manual and develop a leadership plan, present to caseload, parents			Therapist
*Posters defining 5 behavioral changes, write a report on “New Choices I made in my life” present to caseload			Therapist
*Read “The Anatomy of Peace “write a two-page response and present to caseload group			Therapist
*Attend identified support groups i.e. AA/NA/CODA			Therapist
*Presentation for move up in caseload group			Therapist
*Begin to make a plan to make amends from your personal inventory			Therapist
*Complete therapeutic assignments as assigned by therapist			Therapist
*Read a therapeutic book assigned by your Therapist and write a 2 page report			Therapist
*Have parents begin reading “Positive Parenting with a plan: Family rules by Matthew Johnson			Therapist
*Write a 2 page follow up on “The Four Agreements”, give examples from your own life, relate it back to parents, family			Therapist
*Successfully complete a local off campus visit with family			Therapist
*Participate in scheduled workshops			
Begin to identify and implement strategies for managing your emotions, attitudes and conflicts			Therapist
Takes an active role in the participation of developing the treatment plan			Therapist
Receive feedback from others with minimal defensiveness in therapy, groups and community			Therapist
Able to manage your reactions when told “No” or when gratification is delayed			Therapist
Is open, honest, active, and consistently contributes to caseload group			Therapist
Meet with the Clinical Director to review progress			Clinical Director
Academic			
*Meet every other week with your academic advisor to review progress			Academic Advisor
*Meet with the Academic Director to review progress			Academic Director
Begin demonstrating the ability to complete and turn in homework in a timely manner			Academic Advisor
Attend and participate in all scheduled classes			Academic Advisor
Begin actively participating in your own academic process by identifying and utilizing available academic supports and resources			Academic Advisor
Work productively on homework during all study halls and other study times			Academic Advisor
Demonstrate respect for your teachers, the academic program, and the learning process			Academic Advisor
Be able to manage your reactions when told “No” or when gratification is delayed			Academic Advisor
Demonstrate a consistent level of effort, engagement and willingness in all classes			Academic Advisor

MOVE UP SHEET PHASE THREE: “LEADERSHIP”

Minimum: 10 weeks.

Do tasks each week; therapist will only sign off on 2-3 tasks per week.

Name:	Date of Move Up:	Date	Signature
Residential			
*Demonstrate self-management e.g. room cleanness/laundry			House Supervisor
*Meet with the Program Director to review progress			Program Director
Frequently uses “I feel” statements			House Supervisor
Demonstrate initiative in leading community activities, physical exercise and sports			House Supervisor
Consistently demonstrate positive and respectful communication with staff and peers			House Supervisor
Regularly presents self as well groomed and follows CCA dress code			House Supervisor
Make use of interpersonal effectiveness skills to resolve conflict and offer support to peers			House Supervisor
Accepts “No” for an answer without argument			House Supervisor
Take accountability for personal choices and behaviors and demonstrate how to make amends			House Supervisor
Consistently demonstrate positive and respectful communication with staff and peers			House Supervisor
Consistently demonstrate leadership in the community			House Supervisor
Clinical			
*Attend and participate in daily Horsemanship Program			Horsemanship Leader
*Complete Relapse Prevention Plan for non-working behaviors and addictive patterns with supports, coping skills and plan for sobriety			Therapist
*Review leadership plan with group and receive feedback about leadership performance			Therapist
*Write a report on the difference between honoring myself and others versus betrayal of self/others			Therapist
*Report to caseload on “The specific ways I have implemented the 5 behavioral changes identified during phase 2 and how you have implemented the changes.			Therapist
*Read a therapeutic book assigned by your therapists and write a 2 page report			Therapist
*Continue to attend and participate in support groups i.e. AA/NA/CODA			Therapist
*Participate in workshops as scheduled			
*Complete your reward list and give to parents for review			Therapist
*Parents have completed the list of “Family Rules”, good habit cards, daily/weekly chores			Therapist
*Complete tasks given to family during off campus visits			Therapist
*Successfully complete an overnight visit or weekend pass with your family			Therapist
*Presentation for move up in caseload group			Therapist
*Demonstrates progress in regards to treatment plan objectives i.e. related to Stages of Change			Therapist
Frequently uses “I feel” statements			Therapist
Accepts “No” for an answer without argument			Therapist
Frequently handles conflict with appropriate problem solving skills			Therapist
Able to accept feedback without becoming defensiveness in therapy, groups and community			Therapist
Meet with the Clinical Director to review progress			Clinical Director
Academic			
*Meet every 3 weeks with your academic advisor to review progress			Academic Advisor
*Meet with the Academic Director to review your educational transition plans post- CCA			Academic Director
Participate in your own academic process, by utilizing available academic supports and resources			Academic Advisor
Demonstrate the ability to consistently complete and turn in homework in a timely manner			Academic Advisor
Work productively on homework without prompting during all study halls and other study times			Academic Advisor
Demonstrates respect for your teachers, classmates, the academic program and the learning process.			Academic Advisor
Accepts “No” for an answer without argument			Academic Advisor
Demonstrate a sustained and consistent level of effort, engagement, willingness, and performance in all classes			Academic Advisor

MOVE UP SHEET PHASE FOUR: “HOPE”

Do tasks each week; therapist will only sign off on 2-3 tasks per week.

Name:	Date of Move Up:	Date	Signature
Residential			
*Complete 10 hours of community service off campus			House Supervisor
*Meet with the Program Director			Program Director
Demonstrate self-management e.g. room cleanness/laundry			House Supervisor
Regularly presents self as well groomed and follows SSA dress code			House Supervisor
Maintain your positive involvement and influence in the community by reaching out to support the needs and struggles of other students			House Supervisor
Consistently uses “I feel “ statements to give both feedback & acknowledgement, and assist new students in learning the format			House Supervisor
Demonstrate personal responsibility and integrity by handling increased privileges and freedom			House Supervisor
Successfully completes on campus transitional living program			Transition Coordinator
Proactive in addressing issues with multiple staff members and peers as they come up			House Supervisor
Continues to refrain from cursing, name-calling, gossiping, slang or spreading rumors			House Supervisor
Demonstrate a commitment to graduate the program			House Supervisor
Accepts “No” for an answer without argument			House Supervisor
Demonstrate positive and respectful communication with staff and peers			House Supervisor
Demonstrate continued leadership in meetings, groups and activities			House Supervisor
Clinical			
*Attend and participate in daily Horsemanship Program			Horsemanship Leader
*Participate in workshops as scheduled			Therapist
*Written and presented a report on “What I feel Connected To”			Therapist
*Complete therapeutic assignments per Therapist			Therapist
*Read a therapeutic book assigned by your Therapist and write a 2 page report			Therapist
*Complete a parental approved friends list with input from therapist			Therapist
*Complete the “Family Rules” set up and begin implementation on home visits			Therapist
*Written and presented report on each home visit that specifically addresses challenges, successes and future goals			Therapist
*Complete three successful 9 day home visits			Therapist
*Continue to attend and participate in support groups i.e. AA/NA/CODA			Therapist
*Presentation for move up in caseload group			Therapist
Demonstrates a commitment to graduate the program			Therapist
Consistently uses “I feel “ statements to give both feedback & acknowledgement, and assist new students in learning the format			Therapist
Able to accept feedback without becoming defensiveness in therapy, groups and community			Therapist
Demonstrates progress in regards to treatment plan resolution and objectives using the stages of change model			Therapist
Actively uses identified strategies for managing your emotions, attitudes and conflicts			Therapist
Accepts “No” for an answer without argument			Therapist
Meet with the Clinical Director to review progress			Clinical Director
Academic			
Meet with the Academic Director to finalize your education transition plans post SSA			Academic Director
Determine with your academic advisor how often you should meet to review progress			Academic Advisor
Participate in your own academic process by utilizing available academic supports / resources			Academic Advisor
Continue demonstrating a sustained and consistent level of effort, engagement, willingness, and performance in all classes			
Model the ability to consistently complete and turn in homework in a timely manner			Academic Advisor
Demonstrate the ability to consistently and conscientiously complete all assigned homework during home visits			Academic Advisor
Work productively on homework without prompting during all study halls and other study times			Academic Advisor
Model respect for your teachers, classmates, the academic program and the learning process.			Academic Advisor

REQUEST FORM

All packages being sent by parents must be pre-approved by the Residential Manager before they are shipped. Parents are not to send food, candy, gum, personal necessities, or illegal items. To request for your parents to send you items or to purchase extra items you must first complete a Request Form and receive approval. Approved items from your parents include: clothing, books, stationary, pens, colored pencils, art supplies, craft projects, etc. Items which have not received prior approval will be returned.

REQUEST FORM

Student Name: _____ Date: _____

I am requesting the following: _____

Reason: _____

If money is involved amount in student allowance account: \$ _____

Approved: ___ Not Approved: ___ Date handled: _____
Residential Manager: _____

Result: _____

STUDENT RIGHTS

The administrator shall ensure that:

1. A student is treated with dignity, respect, and consideration;
2. A student is not subjected to:
 - a. Abuse;
 - b. Neglect;
 - c. Exploitation;
 - d. Coercion;
 - e. Manipulation;
 - f. Sexual abuse;
 - g. Sexual assault;
 - h. Seclusion;
 - i. Restraint, if not necessary to prevent imminent harm to self or others;
 - j. Retaliation for submitting a complaint to the Department or another entity;
 - k. Misappropriation of personal and private property by a behavioral health residential facility's personnel members, employees, volunteers, or students;
 - l. Discharge or transfer, or threat of discharge or transfer, for reasons unrelated to the student's treatment needs, except as established in a fee agreement signed by the student or the student's representative; or
 - m. Treatment that involves the denial of:
 - i. Food,
 - ii. The opportunity to sleep, or;
 - iii. The opportunity to use the toilet;
3. Except as provided by law and unless restricted by the student's representative, student is allowed to:
 - a. Associate with individuals of the student's choice, receive visitors, and make telephone calls during the hours established by the behavioral health residential facility;
 - b. Have privacy in correspondence, communication, visitation, financial affairs, and personal hygiene; and
 - c. Unless restricted by a court order, send and receive uncensored and unopened mail; and
 - d. For a behavioral health residential facility with a licensed capacity of 10 or more residents, if a clinical director determines that a resident's treatment requires the behavioral health residential facility to restrict the residents ability to participate in the activities in subsection (B)(3), the clinical director shall comply with the requirements in subsection (C)(1) through (3).
 - a. Associate with individuals of the residents choice, receive visitors, and make telephone calls during the hours established by the behavioral health residential facility;
 - b. Have privacy in correspondence, communication, visitation, financial affairs, and personal hygiene; and
 - c. Unless restricted by a court order, send and receive uncensored and unopened mail; and
4. A student or the student's representative:
 - a. Except in an emergency, either consents to or refuses treatment;

- b. May refuse or withdraw consent to treatment before treatment is initiated, unless the treatment is ordered by a court according to A.R.S. Title 36, Chapter 5, is necessary to save the student's life or physical health, or is provided according to A.R.S. § 36-512;
- c. Except in an emergency, is informed of proposed treatment alternatives to the treatment, associated risks, and possible complications;
- d. Is informed of the following:
 - i. The behavioral health residential facility's policy on health care directives, and
 - ii. The student complaint process; and
- e. Except as otherwise permitted by law, provides written consent to the release of the student's:
 - i. Medical records, and
 - ii. Financial records.

A student has the following rights:

1. Not to be discriminated against based on race, national origin, religion, gender, sexual orientation, age, disability, marital status, or diagnosis;
2. To receive treatment that:
 - a. Supports and respects the student's individuality, choices, strengths, and abilities;
 - b. Supports the student's personal liberty and only restricts the student's personal liberty according to a court order, by the student's or student's representative's general consent, or as permitted in ADHS rules and regulations; and
 - c. Is provided in the least restrictive environment that meets the student's treatment needs;
3. To receive privacy in treatment and care for personal needs, including the right not to be fingerprinted, photographed, or recorded without consent, except:
 - a. A student may be photographed when admitted to a behavioral health residential facility for identification and administrative purposes;
 - b. For a student receiving treatment according to A.R.S. Title 36, Chapter 37; or
 - c. For video recordings used for security purposes that are maintained only on a temporary basis;
4. Not to be prevented or impeded from exercising the student's civil rights unless the student has been adjudicated incompetent or a court of competent jurisdiction has found that the student is unable to exercise a specific right or category of rights;
5. To review, upon written request, the student's own medical record according to A.R.S. §§12-2293, 12-2294, and 12-2294.01;
6. To be provided locked storage space for the student's belongings while the student receives treatment;
7. To have opportunities for social contact and daily social, recreational, or rehabilitative activities;
8. To be informed of the requirements necessary for the student's discharge or transfer to a less restrictive physical environment;
9. To receive a referral to another health care institution if the behavioral health residential facility is unable to provide physical health services or behavioral health services for the student;
10. To participate or have the student's representative participate in the development of or decisions concerning treatment;
11. To participate or refuse to participate in research or experimental treatment; and
12. To receive assistance from a family member, representative, or other individual in understanding, protecting, or exercising the student's rights.

Student Signature

Date

GRIEVANCE/COMPLAINT PROCEDURE

Pursuant to the Policy on Student Rights, the student, any of her family members or the legal guardian of the student has the right to initiate a complaint or grievance regarding the student care delivery system.

If such a party wishes to file such a complaint, the following procedure shall be followed:

1. The complaining party shall contact the Primary Therapist, the Clinical Director or the Executive Director and lodge an oral complaint.
2. The respective staff member will investigate the complaint by conducting interviews, seeking collaborating evidence, obtaining feedback and gathering additional information to obtain a complete as possible impression of the facts surrounding the complaint.
3. Following the investigation by the respective staff member, said staff member will present his/her findings to the complaining party, along with the findings; the respective staff member will propose a solution to the presented problem.
4. If the complaining party is not satisfied with the proposed solution, the complaining party may file a written complaint on the Student/Guardian Complaint Form. (The Form is available from HR coordinator).
5. If the complaining party is unable to personally complete the form in writing, a clinical staff member, with the expressed consent of the complaining party, may assist the party in completing the form.
6. After the form has been completed, the form is forwarded to the Director/Clinical Director/Residential Director or designee who shall, within ten (10) days conduct an a) investigation of the nature and circumstances of the complaint and b) develop a plan of correction or action plan for the proper resolution of the complaint.
7. The Director/Clinical Director/Residential Director or designee will record the finding and proposed solution of the complaint on the Student Rights Investigation Form.
8. The Director/Clinical Director/Residential Director shall give a copy of the Student Rights Investigation Form to the complaining party. A copy shall be placed in the clinical record of the respective student and a copy shall be forwarded to the Executive Director who will forward a copy to IOP Committee.
9. The IOP Committee through its quality assurance and improvement activities shall complete an aggregate monthly and quarterly summary of complaints, investigate any trends and implement or change policies and procedure that are aimed at improvement of care with respect to legitimate complaints.
10. If a complaint has not been resolved to the satisfaction of the student and/or family the Director/Clinical Director/Residential Director or designee shall inform the family or student of other possible sources of assistance.

Tammy Behrmann, Executive Director
Sedona Sky Academy

Arizona Department of Health Services
Office of Behavioral Health Licensure
150 North 18th Avenue, Suite 410
Phoenix, AZ 85007
(602) 364-2595

Student Signature

Date

SEDONA SKY ACADEMY

Student/Parent/Guardian Complaint Form

Person making complaint: ☐ Student ☐ Parent ☐ Guardian ☐ Other

Name of Person making the Complaint:	Date:
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Describe the Nature of the Complaint:

Findings by the DIRECTOR or DEPARTMENT DIRECTOR

Proposed Plan of Correction

☐ I have been given an answer and a proposed Plan of Correction relative to my complaint.

Signature of person filing complaint:	Date:
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To be completed by Staff member conducting the investigation or staff member completing the Proposed Plan of Correction.	
☐	Within 10 days from filing the complaint, a copy of this complaint form has been given to the complaining party.
☐	If applicable, a copy of the signed complaint form has been placed in the medical record chart of the respective student.
☐	A copy of the complaint form has been forwarded to the Executive Directors or his designee.
☐	A copy of this complaint form has been forwarded to the IOP Committee.

To be completed by IOP Committee.
Findings:
Summary:
Recommendations:

Signature of member of the IOP Committee:	Date:

EMERGENCY NUMBERS

POLICE: **911** - (928) 567-7710

Office of Behavioral Health Licensure
150 North 18th Avenue, Suite 410
Phoenix, AZ 85007
(602) 364-2595

Behavioral Health Services
150 North 18th Avenue, Suite 200
Phoenix, AZ 85007
(602) 364-4558

Child Protective Services
1717 West Jefferson
Phoenix, AZ 85007
(888) 767-2445

Human Rights Advocates
c/o Division of Behavioral Health
150 North 18th Avenue, Suite 210
Phoenix, AZ 85007
(602) 364-4585

Behavioral Health Services – Office of Adult Services (SMI)
150 North 18th Avenue, Suite 220
Phoenix, AZ 85007
(602) 364-4558

Adult Protective Services
1990 West Camelback Road, Suite 302
Phoenix, AZ 85015
(602) 255-0996

Poison Control
901 East Willetta
Phoenix, AZ 85006
(602) 253-3334

ACTIVITY FUND/CHECK WRITING PROCEDURE

Upon admission to Sedona Sky Academy you will receive personal checks that are negotiable only at the school. The purpose of the activity fund is to assist you in learning to budget. Each month \$50.00 will be deposited into your activity fund which will be used to buy personal necessities from the store and to pay for activities. Each month you will receive a bank statement. It is important for you to balance your checkbook with each transaction so that you balance with the statement at the end of each month. See examples below.

Susie Smith	Check # <u>20</u>
	Date <u>6/6/14</u>
Pay to the	
Order Of <u>Payless Shoes</u>	\$ <u>25.62</u>
_____ Dollars	
Sedona Sky Academy 3095 Coronado Trail Rimrock, AZ 86335 <i>Not Negotiable</i>	
Memo _____	

Check	Date	Description of Transaction	Payment	Deposit	Balance
					\$50.00
					5.45
1	1/6	Store Supplies	- 5.45		44.55
					3.00
2	1/7	Hiking activity	- 3.00		41.55
					4.00
3	1/15	Store Supplies	-4.00		37.55
					2.75
4	1/20	Store Supplies	-2.75		34.80
					50.00
---	2/1	Deposit		+50.00	84.80

Purchase Restriction

Students are responsible for turning in their checkbook register on a weekly basis. Students who fail to comply will be placed on a mandatory minimum 1 week purchase restriction. Students who have overdrawn their accounts must satisfy their debits prior to being reinstated. Students who are on restriction will be required to turn in their register the following week or the restriction will be extended. Students on purchase restriction:

- will not be allowed to take part in activities that require funds to participate

Exceptions:

- If a student has earned a reward but is on purchase restriction they will still get that reward.

STUDENT MANUAL OVERVIEW & ORIENTATION

I have read and understand the following sections of the student manual.

TOPIC	PAGE #	STUDENT INITIALS
Welcome Letter	2	
Mission Statement	3	
SSA Goals	3	
Questions and Answers	4	
Rules of Conduct–Code of Honor & Pride	5	
Hygiene Code	5	
Grooming Standard Code	5	
Haircut/Hairstyling Code	5	
Basic Clothing Suggestions	6	
Dress Code	7-9	
Inappropriate Items Code	10	
Laundry Rules/Instructions	10	
General Conduct Code	11	
Code of Fostering a Safe Environment	11	
Conducting Selfw/ Appropriate Behavior	12	
School Conduct Code	12	
Personal Contact Code	12	
Code for Meals and Dining	12	
Field Trip Conduct	13	
Student Room Cleaning	14	
Phase Probation Status	15	
Academics	16-17	
Student Schedule	18	
Student and Family Workshops	19	
Transition	20	
Privileges by Phase	21	
Descriptions of Phases	22	
On & Off Campus Privileges	23	
Move Up Sheets	24-27	
Request Forms	28	
Student Rights	29-30	
Grievance/Complaint Policy & Procedure	31-33	
Emergency Numbers	34	
Activity Fund/Check Writing Procedures	35	

I have read the Student Manual and understand I will be held accountable for the information contained in it.

Student Signature

Date

Residential Signature

Date

I have read the SEDONA SKY ACADEMY EMERGENCY PREPAREDNESS MANUAL For STUDENTS, and have received an orientation on its contents.

Student Signature

Date

Residential Signature

Date