

Parent Manual

Copper Canyon Academy, L.L.C.

Dear Parents:

Welcome to Copper Canyon Academy. We are honored you have chosen us to work with your daughter and your family. CCA has been designed to not only work with your daughter, but also with your entire family. We know how difficult it is to have a child who is making decisions that will 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 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 be able to assist your child 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 truly here to assist your family in anyway we can. Always feel free to contact us at anytime 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 anytime

Sincerely,

Darren Prince
Admissions Director
darren@coppercanyonacademy.com

Tammy Behrmann
Executive Director
tbehrmann@coppercanyonacademy.com

Paul Taylor
Program Director
ptaylor@coppercanyonacademy.com

Copper Canyon Academy

Copper Canyon Academy is a 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 small, 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 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*. Copper Canyon Academy focuses on emotional, social, physical, and academic growth.

DESCRIPTION OF PROGRAM

Copper Canyon Academy is designed to assist young women 13-17 years of age. 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, community living, transitional living experience
- Individual Therapy, Group Therapy and Family Therapy
- Student Seminars, Parent Seminars and Family Seminars and workshops
- Optional Programs: Equine Therapy, Canine Therapy, Equestrian Riding, Choir, Dance & Yoga
- Extensive physical education program, including calisthenics, sports, hiking, and jogging
- Leadership roles
- Competitive Sports Program: Basketball, Volleyball, Softball and Soccer
- Nutritional diet and education
- Outdoor activities
- Community service and interaction
- Alumni Services Program
- Social and life skills

COPPER CANYON ACADEMY GOALS

1. To provide a school that redirects and enhances the emotional, physical, mental, spiritual and social skills of teenage women.
2. To develop a highly qualified and motivated staff that reflects high self-esteem, individuality, creativity and leadership.
3. 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.
4. To provide a comprehensive academic program that brings students up to and beyond grade level and creates a confidence and joy in learning.
5. To create an atmosphere and curriculum that fosters self-motivation, accountability, and responsibility.
6. To provide an environment where students feel safe, secure and cared for in an environment designed to create change and new choices.

QUESTIONS AND 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 therapeutic program, life changing seminars and 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. However, every school is not for every student. CCA is a personalized school committed to the individual. We work with each student emotionally, mentally, physically, spiritually, and socially, focusing on all aspects of a student's life. Students learn to become proactive in their choices and decisions. Another feature that is different is the family program. We are committed to the family, and it is essential for the family to be involved. CCA has an excellent transition program, which allows the opportunity to see whether the individual student is ready to handle a less structured environment and the challenges of returning home.

What is special or unique about CCA? 1) CCA has the finest therapeutic program in the country. Students participate in a variety of therapeutic services including, individual therapy, group therapy, and family therapy, three dynamic student seminars, parent seminars, family workshops, equine therapy, small animal therapy, and AA programs. 2) 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*. 3) 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. 3) CCA has developed self-awareness and self-esteem building seminars that are incorporated into every aspect of the overall school. The workshops focus on *accountability, responsibility, results, communication, anger, trust, honesty, and integrity*.

What is the academic program at CCA like? CCA has a challenging and fully accredited academic program. Arizona Certified teachers teach traditionally taught classes with a curriculum that is college prep focused and encourages the students to want to learn. Students who have never succeeded before flourish and grow in a program that is designed to get students back on track academically. CCA has developed a successful academic credit recovery program. CCA has developed a College Prep curriculum that supports each student's individual learning styles.

How much involvement will I have as a parent? Parent/Family involvement is absolutely essential to the student's success. Parents are involved from the first day the student is enrolled at CCA. Parents receive can obtain a professional "Student Workbook" upon admission and then have the opportunity to review the materials their child is working on. This gives the parents and student a common ground to begin communication. Family members are able to write to the student the first day after enrollment. Parents are also involved in weekly phone communication. Parents will speak to their daughter's therapist weekly while on their daughter is on level one. This type of communication continues throughout the entire enrollment. Once the student reaches Level 2 family counseling by phone and visits begin with the therapist's approval. During the course of enrollment parents are invited to participate in two parent seminars and two family workshops. CCA parents are able to receive updated pictures of their daughter and performance updates each week online through an exclusive program called "***Parent Checkin.***"

How long will my daughter need to be there? The average stay at CCA is from 15 to 18 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 4 Levels that your daughter will be progressing through. It is essential she complete the first 4 Levels before leaving the program. Students are given a Student Workbook, which is divided into Levels. As a student progresses from one Level to the next they are given specific assignments related to the Level the student is on. Parents receive a copy of the student workbook that enables them to know exactly what their child is working on during each week.

Students advance in the program through a combination of weekly self-assessment points, weekly skills, and overall progression in the program. Students accomplish life-skills such as reading a book, writing an essay, treating others with courtesy and respect, writing home to parents, turning in all homework assignments, etc.

ENTRY - ASSESSMENT AND ORIENTATION – Each student spends a minimum of 3 weeks being assessed. Upon completion of the assessment the student will be assigned to the appropriate level (level 1 or level 2). Any time spent on Assessment and orientation will count towards requirements for advancement on level 1.

LEVEL 1 - SEEING - Student begins to see the choices they have made in their life, and how those choices resulted in their enrollment at CCA. Level 1 focuses on students seeing and learning about accountability and results. Students have the opportunity to see what they have done and where they are currently in the areas of emotional, mental, physical, spiritual, and social development. Level 1 has been designed to have the student begin to see success quickly.

LEVEL 2 - CHOOSING - Students have started to make progress in the program. They begin to accept accountability for their choices. Level 2 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.

LEVEL 3 - CHANGING - This is the level 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. Level 3 is by far the most difficult to complete and will typically take the longest period of time to progress to the next level. The student must demonstrate their words by putting them into action. Level 3 is the first step to walking the talk.

LEVEL 4 – INTERNALIZATION & PLANNING

Internalization: Students on this level are proactive by making choices based on accountability and results. Students genuinely walk the talk and are becoming role models for the new students. Level 4 students have earned the trust of the community and are expected to live up to that trust. Students take on leadership responsibilities in a pro-active way. Students begin visiting the family at home and start to demonstrate their desire to work successfully in the family unit.

Planning: Students maintain consistency in all aspects of their life. Peer leadership and community interaction are a big part of Level 4. The student will be interacting in the community with less staff supervision. This is where planning for home begins. The student and parents begin to design their home contracts and plans. Longer home visits prepare the student and her family for the student's return.

When will I 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 in a new environment, under new rules, and 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 they are confronted with change.

The first stage is **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.”

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...” “The other girls here are all lesbians.”

The second stage is **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.”

The third stage is **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.”

The final stage is **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.”

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 that the student will encounter upon his or 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 their way back home.

It is common knowledge that transitions are important. 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 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 the 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.

Students in transition have an opportunity to integrate with a functioning family, to be treated as part of the family and take part in family activities. The students continue to abide by the program rules, as well as the rules set up by each household. They are given chores, homework and other responsibilities that they need to accomplish in order to continue their 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 to inform the treatment team of all progress and any problematic behaviors difficulties that are encountered while the student is in their home.

Students are considered for placement in a transition home around the end of level 3 or the beginning of level 4. Transition lasts for a minimum of two months and usually no more than 3 months 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 student’s parents/guardians are also given weekly updates by the transition parents.

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, they can move back into the higher structure of the school setting to work through the problem and plan for their return to transition.

We feel that this approach is providing significant benefit to the student and her family as well as giving the treatment team a valuable measure of the student’s progress.

SCHEDULE

MONDAY TO FRIDAY

6:00 AM	Wake Up, Exercise, Shower, Breakfast
8:30 AM	School
11:30 AM	Lunch
12:30 PM	School
2:30 PM	Group, Choir, Constructive Time
5:00 PM	Dinner
6:00 AM	Homework, Cleaning, Movie (Friday Night)
8:30 AM	In bed - Lights Out
9:00 PM	Shutdown – No Talking

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
1:00 PM	Lunch
1:30 PM	Kitchen jobs, showers
3:00PM	Free time
4:00 PM	Exercise time
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 building
11:00 AM	Motivational Movie
12:30 PM	Lunch
1:00 PM	Kitchen jobs, showers
2:30 PM	Outside activities
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

PRIVILEGES BY LEVEL

ENTRY – ASSESSMENT AND ORIENTATION –

- ✓ Letter writing to family only
- ✓ 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.

LEVEL 1 – SEEING

- ✓ Letter writing to family only
- ✓ Eligible for one five minute “Check in” phone call after one month and each month thereafter upon therapist’s recommendation
- ✓ 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.

LEVEL 2 - CHOOSING

- ✓ Eligible for all privileges of level 1
- ✓ Eligible for Saturday hikes.
- ✓ Eligible for attending place of worship twice a month
- ✓ Off grounds exercise and sports with direct supervision
- ✓ Eligible for one 30 minute family therapy phone call per month with parents
- ✓ Eligible for one five minute “Check in” phone call per month with parents upon therapist’s recommendation
- ✓ Parents will talk to therapist every other week for up to thirty minutes. (Parent is responsible for calling in.) Family therapy and “Check In” calls will be at the beginning or end of this call.
- ✓ Eligible for on campus visits each month (1st visit-4 hours, 2nd visit-6 hours) with parents/guardians upon therapist’s recommendation
- ✓ No make-up and only light modest polish.

LEVEL 3 - CHANGING

- ✓ Eligible for all privileges of level 2
- ✓ Conservative make-up may be worn, must be approved by the Director (only mascara, lip gloss and blush.)
- ✓ Eligible for 2 thirty minute family therapy phone calls per month with parents/guardians upon therapist’s recommendation
- ✓ Eligible for off campus visit per month with parents at therapist’s recommendation
 - 1st visit-1 day, No overnight*
 - 2nd visit-2 days, one overnight*
 - 3rd visit-3 days, two overnights*
 - Further visits are arranged on a case by case basis*
- ✓ Eligible for 2 off campus activities per month
- ✓ Eligible for transitional living experience in the later phase of level 3

***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 back to the Therapist and not based on “Well, Suzy did it on her visit.”**

LEVEL 4 – INTERNALIZATION & PLANNING

- ✓ Eligible for all privileges of level 3
- ✓ Bi-weekly shopping excursions (No buying at the school store) - May only purchase items for self (no purchasing for other students)
- ✓ Eligible for one thirty-minute phone call with parents, weekly. Two of these calls per month (every other week) are family therapy calls and the alternate weeks are supervised social calls.
- ✓ Eligible for all off campus activities per month
- ✓ Eligible for home visits with parent upon therapist recommendation:
 - 1st visit-5 days-family contact only*
 - 2nd visit-7 days-One 30 minute supervised phone call is allowed with an approved friend. If inappropriate topics are brought up the call is to be terminated.
 - 3rd visit-10 days-Student may spend one hour of supervised time with up to 3 approved friends.
 - 4th visit- 15 days

***Student must have been on Level four for one month prior to first home visit. One home visit is allowed per month. At least three successful visits are mandatory for graduation. Parents and students are to write home visit rules and receive approval from therapist. Students are not to violate any Copper Canyon Academy rules while on home visits (i.e. clothing is to be appropriate, make-up is to comply with CCA rules, Student is to be supervised by an adult at all times. No Internet use. Approved phone calls and visits ONLY)**

REQUIREMENTS FOR ADVANCEMENT LEVEL ONE

LEVEL ONE – TASKS

- Complete Student Workbook for level 1
- Submit life story. Must be a minimum of three pages, types, single-spaced.
- Journal is to have 30 dated journal entries, at least 4 out of every 7 days. No inappropriate pictures or language. Every entry must include 3 things “I am glad I am not.”
- 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.)
- Completed 8 weeks of self assessment sheets
- Write a two-paged Reading Response on “*The Four Agreements: A Practical Guide to Personal Freedom*” written by Don Miguel Ruiz.
- No work hours or reflection sheets for 7 days before move up
- Has written a letter of accountability to parents for why they are here and received an impact letter from parents.
- Has moved out of denial, resistance or passivity
- Demonstrates commitment to personal growth through active participation in individual & group therapy
- Knows & can define the “Four Agreements” & gives examples from her own life of personalizing, assuming, being impeccable with her word, & doing her best.
- Recognizes & verbalizes to group on an on-going basis, how she dramatizes, avoids or represses issues.
- Submit letter for advancement to Therapist

EMOTIONAL

- Is beginning to hear feedback without becoming defensive.
- Is beginning to regroup quickly when told “no” and is beginning to accept delayed gratification
- Has developed an attitude of willingness to accept & work the program
- Is beginning to spontaneously verbalize the need to make changes.
- Can identify strategies for managing her emotions, attitudes & conflicts
- Has learned the format for, and is beginning to use “I feel” statements

SOCIAL SKILLS

- Is beginning to make appropriate greetings including saying “good morning/afternoon”
- Is beginning to shake hands and introduce self to guests
- Is beginning to make eye contact when speaking to others
- Has learned appropriate table manners and is beginning to use them
- Understands the limitations of profanity, vulgarity and slang and begins to limit her use of this type of language
- Is beginning to be courteous, considerate and respectful of self & others

ACADEMIC

- Has completed her minimum required lessons for at least four weeks, and has maintained a C+ average or better for at least six weeks prior to application for level move up.
- Review a minimum of 4 books or novels from the CCA Recommended Reading List

REQUIREMENTS FOR ADVANCEMENT LEVEL TWO

LEVEL TWO – TASKS

- Complete Student Workbook for level 2
- 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.
- Student has identified and written down specific amends to be made for each offense on her personal inventory. She has begun to make & plan amends.
- Has completed 14 weeks of self assessment sheets
- Student has kept a personal journal & has made 60 dated entries, at least 4 out of every 7 days. No inappropriate drawings or language. Journal entries are focused on identifying non-working behaviors, beliefs and attitudes. Each entry should include 3 things I appreciate and 3 things I like about myself.
- Write a two-paged Reading Response on a therapeutic book assigned by your therapist
- Book Assigned:
- Begins to recognize, identify, & discuss in group therapy:
- Can clearly identify & discuss with group, her patterns of non-working behavior
- How her current behaviors relate to, contribute to & support her ongoing non-working behavior patterns
- Reports how her current non-working behavior relates to “The Four Agreements”
- No work hours or reflection sheets for 7 days before move up
- Submit letter for advancement to Therapist

EMOTIONAL

- Student is able to manage her reactions when told “No” or when gratification is delayed.
- Talks openly with staff and students when issues arise
- Frequently practices using the “I feel” formula when communicating with both staff and students.
- Appropriately gives constructive feedback to others at times and is frequently able to receive feedback from others with minimal defensiveness.
- Student has developed an attitude of hopefulness for her future.

SOCIAL SKILLS

- Often greets others appropriately, shakes hands with and introduces self to guests, and often makes eye contact when speaking
- Often uses appropriate table manners
- Seldom uses profanity, vulgarity or slang
- Often is courteous, considerate and respectful of self and others
- Regularly presents herself as well groomed & appropriately dressed (to CCA dress code)

ACADEMIC

- Has completed her minimum required lessons for at least eight weeks & has maintained a C+ average or better for at least six weeks prior to application for level move up
- Review a minimum of 7 books or novels from the CCA Recommended Reading List

REQUIREMENTS FOR ADVANCEMENT LEVEL THREE

LEVEL THREE – TASKS

- Complete Student Workbook for level 3
- 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
- Written and oral report on “The Difference Between Pleasure and Happiness.
- Student has kept a personal journal with at least 50 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.
- Completed 11 weeks of self assessment sheets
- Student has made amends, or has written a plan for how to make amends for each offense on her personal inventory.
- Has successfully performed the role of “big sister” to a new student
- Write a two-paged Reading Response on a therapeutic book assigned by your therapist.
Book Assigned:
- Report to caseload group on “The specific ways I’ve implemented the 5 behavioral changes identified during level 2 and how I’ve implemented the changes”. Give specific examples of change.
- 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
- Demonstrates a clear focus on using the tools she is acquiring to take a positive, proactive leadership role in the community
- No work hours or reflection sheets for 7 days before move up
- Submit letter for advancement to Therapist

EMOTIONAL

- Is showing an attitude of trust in themselves, the program, treatment team & CCA staff
- Frequently uses “I feel” statements
- Frequently gives and receives appropriate and supportive feedback.
- Accepts “No” for an answer without argument and is patient.
- Student consistently talks about the 5 behavioral changes identified during level 2 and how she is implementing the changes. She is able to give specific example of change.
- Feels proud of her accomplishments, excited about the future & is beginning to recognize the value of what she is learning at CCA
- Student actively seeks opportunities to provide positive leadership.
- Begins to experience resolution concerning personal issues including behavior patterns, relationships, & conflicts, through her work in individual & group therapy
- Seldom engages in emotional acting out, dramatizations or repression. Frequently manages her behavior through healthy, honest & expressive techniques & frequently handles conflict with appropriate problem solving skills.
- Verbalizes & demonstrates a commitment to graduation of the program

SOCIAL SKILLS

- Consistently greets others appropriately, shakes hands with and introduces self to guests, makes eye contact when speaking
- Consistently uses appropriate table manners
- Does not use profanity, vulgarity or slang
- Is consistently courteous, considerate and respectful of self and others
- Often presents herself as happy, healthy, well groomed, appropriately dressed (to CCA dress code)
- Scores 3 or above on activity scale consistently & transitional living scale

ACADEMIC

- Has completed her minimum required lessons for at least eight weeks, and has maintained a B average or better for at least six weeks prior to application for level move up.
- Review a minimum of 5 books or novels from the CCA Recommended Reading List

REQUIREMENTS FOR ADVANCEMENT LEVEL FOUR

LEVEL FOUR – TASKS

- Complete Student Workbook for level 4 (Parts A & B)
- Complete a home visit contract for each home visit
- Has written and presented a 3 to 5 minute oral report on each home visit
- Has written and presented a 3 to 5 minute oral report on “What I feel connected to”
- Actively demonstrates leadership by nurturing progress of lower level students
- Has made 80 dated journal entries, at least 4 out of every 7 days. Journal entries are focused on “The difference I made today...”
- Has completed 20 weeks of self assessment sheets
- Write a two-paged Reading Response on a therapeutic book assigned by your therapist
- Book Assigned:
- Complete a Personal Living Agreement using the PEPSI model
- Complete a Family Living Agreement including parental approved friends list
- 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.
- 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.
- Consistently uses the four agreements
- Submit letter for graduation to Therapist

EMOTIONAL

- Consistently is proactive in addressing issues with both staff & students as they come up
- Consistently uses “I feel” statements to give both feedback & acknowledgement, and assists new students in learning the format
- Consistently proactive in giving & receiving appropriate & supportive feedback
- Consistent in implementing 5 identified behavioral changes
- Experiences herself as happy, healthy and productive
- Parents & self report that above behaviors are maintained at home
- Consistently manages her emotions & behavior through healthy, honest & expressive techniques.
- Recognizes, appreciates & verbalizes the value of what she is learning at CCA
- Seldom encounters conflicts, & when she does, resolves them quickly with appropriate problem solving.
- Student is setting appropriate boundaries and has a distinct vision for her future
- Successfully completes a transitional living experience in the home of an identified staff member

SOCIAL SKILLS

- Consistently does, teaches, & encourages others to greet others appropriately, shake hands with & introduce self to guests, make eye contact when speaking
- Consistently does, teaches, & encourages others to use appropriate table manners
- Consistently does not use profanity, vulgarity or slang, and encourages and teaches others not to use vulgarity or slang
- 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
- Consistently presents herself as happy, healthy, well groomed, appropriately dressed (to CCA dress code) & relaxed.
- Scores 4 or above on activity scale

ACADEMIC

- Has completed her minimum required lessons for at least 16 weeks, and has maintained a B average or better for at least 12 weeks prior to application for level move up.
- Write a resume & sample job application & cover letter, mock interview
- Review a minimum of 6 books or novels from the CCA Recommended Reading List

WEEKLY LIFE-SKILLS SHEET

Each student completes this sheet each week. Students are required to complete various assignments according to their Level. Weekly check off sheets assist us in determining if students are ready to the next Level.

Assignments and Skills that Students work on:

Completed book assessment over 80+ pages of reading.
Attended and met English Workshop Assignments.
Wrote checks & balanced checkbook. Avoided checking errors.
Wrote motivational movie review, church report, activity report, or social skills review.
Sorted and prepared laundry appropriately.
Got along with peers and made pro-active choices.
Treated staff with respect and followed directions appropriately.
Greeted new guests with firm handshake and eye contact.
Contributed in group therapy.
Contributed in individual therapy.
Shared openly and honestly around community.
Avoided negative associations, talk, and behaviors.
Took pride in appearance.

VISITS BY LEVEL

Level 2

- Student may receive 1- on campus visit per month.
- (1st visit-4 hours, 2nd visit-6 hours) with parents/guardians upon therapist's recommendation
- Visit may be split into two days only.
- Family may participate in on campus family therapy session (this is in addition to the visit and must be on the same day as visit).
 - *Possible exception – Student may receive 1 visit by each divorced parent in one month – up to therapist's discretion.*

Level 3

- Student may have 1 off campus visit per month.
 - 1st Visit – 8 hours off campus (NO overnight).
 - 2nd Visit – 2 entire days off campus - 1 overnight.
 - 3rd Visit – 3-4 entire days off campus – 2-3 overnights.
 - All subsequent visits are approved on a case-by-case basis.
 - Each visit is predicated on the previous visit being successful.
 - Level 3 off campus visits are to be local. No out of state trips.
 - *Parents who are only able to come out for Parent/Family Workshops may receive special considerations regarding visits and the structure. To be approved by the Treatment Team in advance.*
- 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 any off campus visit.

Level 4

- Student should have 1 five day, 1 seven day and 1 ten day home visit.
- Student must be on level 4 for a minimum of 1 month before any home visit.
- During five day & seven-day home visit, students are not to visit friends and student is to be supervised 24 hours a day by an adult throughout the course of the home visit.
- During ten-day home visit, student may see approved friends only.
- Parents are to write mandatory rules and review with the student prior to any home visit. These rules are to be approved by the Therapist before each visit.
- Students are to write commitments/goals for self before each visit.
- Parents and students are to write a home report that will be read in group after each home visit.

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. **We strongly recommend you do not forward mail to or from peers until student reaches Level 4.** Please do not give out Copper Canyon Academy's address to friends or family members. Our mailing address for mail and packages is:

**Copper Canyon Academy
3090 Coronado Trail
PO Box 230
Rimrock, AZ 86335**

PACKAGES - **All packages must be pre-approved by the Residential Director BEFORE they are sent to a student.** Please check with the Residential Director 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.

PHONE - Students are never allowed unsupervised access to the telephone. Students are allowed short visits with parents once a month while on level 1 of the program. Once the student reaches level 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, education, attitude, progress, etc. Unless there is a major problem, concern, or emergency we would encourage you to limit your phone contact to the regularly scheduled time.

VISITS - All visits are approved and structured by your daughter's therapist. Students are eligible for their first visit when they are on level 2 and your therapist has approved it. See the Visits by Level and Privileges by Level 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.

COPPER CANYON ACADEMY, L.L.C

THINGS TO BRING

Conservative quantity of clothing/shoes/jewelry
(See below – Clothing to Bring)
 2 Hand towels
 2 Bath towels
 1 Beach towel
 2 Washcloths
 1 Pillow
 1 Blanket
 2 Twin flat sheet
 2 Twin fitted sheet
 1 Twin mattress pad
 2 Twin pillow case
 1 Comforter or bedspread
 Envelopes/ Paper / Pen / Pencil/ Stamps
 Personal necessities (soap, shampoo, toothbrush
 Toothpaste, sanitary pads, brush, deodorant, conditioner)
 Electric razor (if desired)
 Small stuffed animals (2 maximum, if desired)
 Scientific Calculator
 1 Back pack
 Notebook paper and/or spiral notebooks

THINGS NOT TO BRING

Stereos, recorders, CD's, tapes,
 or walkmans
 Aerosol hair spray, etc.
 Hair dyes/colored hair mousse
 Products with alcohol
 Combat boots
 No frayed or torn clothes
 Bikinis
 Long or dangling earrings
 Nail polish remover
 Nail polish
 Glass (including picture frames)
 Black or dark make-up
 half shirts/midriff
 T-shirts with occult or concert
 Razors/sharp objects
 Money or loose change
 Drugs, cigarettes, or alcohol
 Expensive or sentimental
 items or jewelry
 Mirrors

CLOTHING TO BRING

The recommended **maximum** amounts of clothing to bring are as follows: **(Copper Canyon Academy provides 4 T-shirts, 4 polo shirts, 1 sweat shirt and 1 pair of exercise shorts).**

PLEASE NOTE: 2 pairs of Khaki pants and 2 pairs of Navy pants; 2 pairs of Khaki shorts and 2 pairs of Navy shorts with a minimum 7-inch inseam. 1 oxford shirt, light blue or white, long or short sleeved. 1 skirt, mid length or longer (not shorter than 4" above the knee) either Navy or Khaki. 1 Blazer, Navy or Khaki and 2 pairs of Navy sweat pants.

All these items may be purchased on Old Navy.com, Gap.com, J.C.Penny.com or Schoolbelles.com under school uniforms.

2 dress or skirt outfits (at level 2)
 (Conservative, 4" above knee or longer)
 10 Underwear (girls white full bottoms)
 10 Pair socks
 4 White Bras and 2 white sports bras
 1 Slip (optional)
 1 Bathrobe
 1 Pair athletic shoes (sports)
 1 Pair athletic shoes (hiking)
 1 Pair slippers
 1 Jacket (lightweight)

1 pair of flip flops (no platforms)
 1 belt
 2 Pajamas w/pant bottoms
 1 one piece bathing suit (modest)

All clothing must fit comfortable, no tight or baggy clothing. No sleeveless or off the shoulder tops. No black clothing. No gang related clothing. No boxer shorts. All inappropriate clothing and items will be returned to Sponsors. All clothing is subject to approval by Director.