



Parent Manual

Dear Parents:

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

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

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

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



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Copper Canyon Academy

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

Mission Statement

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

Description of Program

Copper Canyon Academy is designed to assist young women 14-17 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, transitional living experience in the community
- Individual Therapy, Group Therapy and Family Therapy
- Optional Therapy: CBT, EMDR, AA Meetings, Al-Anon Meetings and OA Meetings
- Student Seminars, Parent Seminars and Family Workshops
- Equine Therapy, Canine Therapy, Equestrian Riding, Choir, Dance and Yoga
- Extensive physical education program, including calisthenics, sports, hiking, and jogging
- Leadership skill building and extensive leadership opportunities
- Competitive sports program: basketball, volleyball, softball and soccer
- Nutritional diet and education
- Outdoor activities
- Community service and interaction
- Social and life skills

Copper Canyon Academy Goals

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

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

Questions & Answers

How does CCA work? We are committed to your daughter's success and have designed a school that we know will make a difference in her life. This is not a guessing game; this school uses techniques and concepts which are proven to be successful. The administrative team has combined academics, a dynamic and diversified therapeutic program, life changing 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. Smaller programs, for example, often can provide a higher degree of individualized attention to students, but often don't have the resources to compete with some features larger programs can offer. The inverse is also true, in that larger programs often can provide services a smaller program could not afford, yet are not able to provide the individualized care parents desire.

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

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

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

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

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

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

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

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

What is special or unique about CCA?

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

- CCA has developed numerous supportive programs and opportunities to assist the students in building *self-esteem, self-confidence, self-awareness, self-reliance, and self-management*.
- CCA provides a structured level system that allows the students to develop specific skills and abilities and to demonstrate that learning in their community life. Each level of the program gives the student an opportunity to focus on specific issues and areas of change.
- CCA has developed self-awareness and self-esteem building seminars which are incorporated into every aspect of the overall school. The workshops focus on *accountability, responsibility, results, communication, anger, trust, honesty, and integrity*.

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

***If you need any assistance with the Parent Checkin Website please contact: Karen Nicholson, Parent Checkin Coordinator at knicholson@coppercanyonacademy.com.**

How long will my daughter need to be there? The average stay at CCA is from 12 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 four Levels that your daughter will be progressing through. It is essential she complete the first four 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, she is given specific assignments related to the level she is on. Parents may receive a copy of the Student Workbook (upon request) that enables them to know exactly what their child is working on during each week.

Stages Child & Parent Go Through:

<u>Child</u>	<u>Parent</u>
1. Angry	1. Relief, can sleep (child in safe place)
2. Manipulation "Hot Buttons"	2. Question (was it right)
3. See the light	3. Miss them
4. Work	4. Hold the line (at CCA until graduation)

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 to a new environment, live under new rules, and meet new expectations. There are several stages your daughter will go through as she makes the changes necessary in her life. It is important for you to recognize these stages. Even students who initially are excited to be in a program struggle from time to time when confronted with change.

Typical Behavioral Stages

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

"I don't need to be here."

"If you let me come home I will change."

"I understand what you want from me now and I am different."

"I haven't done anything wrong."

"My friends are worse than I am."

"If you leave me here..." "I will kill myself," "I will hate you forever," "I won't ever speak to you again,"

"Don't waste your money because I will never change." Etc.

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

"This place is awful, if you only knew what went on here."

"The food is gross, or they don't feed me."

"There are bugs, rodents, etc. everywhere here."

"They are so mean to me here."

"You have got to get me out of here before I go crazy."

"All the girls here are a lot worse than I am," or "I am not like the other girls here, they have..." or "The other girls here are all lesbians." Etc.

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

"This place is getting better."

"Some of the staff likes me."

"The girls are really nice and I have some new friends."

"I have learned everything I need to and I am ready to come home."

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

"I did the most exciting thing this week."

"My grades are getting better."

"I learned so much about myself because..."

"I can hardly wait to show you some of the places we have been around here."

"The girls here are the best friends I have ever had in my life. They are so honest with me."

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

"I love who I am."

"I have chosen the College/University I want to attend after high school and this is what I need to do to get accepted there..."

"This is my plan for the future."

"I need you to set structure for me when I come home."

"I have truly benefited from my experience at Copper Canyon and this is what the future holds for me..."

"Thank you for giving me the chance to change my life."

Academics

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

Courses Offered:

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

- Core Classes (All grade levels available):
 - o English: Literature, Language Arts.
 - o Science: Biology, Chemistry, Earth Science, Physics.
 - o Mathematics: Pre-Algebra, Algebra, Algebra II, Geometry, Trigonometry, Calculus.
 - o Social Studies: American History, World History, Geography, Psychology, Sociology, Economics, U.S. Government.
 - o Foreign Language: Spanish, French.
 - o Electives: Speech, Journalism, Health, PE, Fine and Performing Arts (including theater), Dance, Choir and Visual Arts.

The Ability to Earn a High School Diploma

- Copper Canyon students actively work toward receiving a high school diploma. If a student earns all required credits while at Copper Canyon, she will be awarded a diploma from the school.
- By earning a high school diploma, the student builds a foundation of learning and problem-solving expected of a young adult in this society. This is a beginning to being able to function in a complex and changing world and can lead to obtaining viable employment and/or pursuing a post-secondary education.

Develop a Love for Learning

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

Become a Critical Thinker

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

Self-Discipline

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

Course Load

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

Block Schedule

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

College Planning

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

Field Trips

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

SAT/ACT Preparation Classes

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

Transition

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

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

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

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

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

Family Workshops

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

It is recommended that the parents register for the first workshop within 90 days of their daughter's enrollment at CCA. The next offering for the parents is the parent 1 workshop. It is recommended that parents sign up for this workshop while their daughter is at the beginning stages of their third level in the program. The final offering is the parent 2 workshop and it is recommended that parents attend that while their daughter has almost completed level 3 or started her level 4 in the program, with the idea that this workshop prepares the families for the level 4 home visits and eventually for the transition home after graduation from CCA. Workshops for parents and students were developed to enhance self-esteem, take accountability for one's choices, promote integrity and trust, emphasize the importance of keeping agreements, improve communication skills, repair relationships, prepare for the transition home and bring hope back into the participants' lives. Participants are immersed in a combination of educational and experiential activities which promote the opportunity to evaluate the negative results of past choices and begin making effective new ones.

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

Level 2 Workshop: (Parents/Students Separately) This is a three day workshop that is educationally based and gives the parent many new tools and parenting skills. The first two days you will be going through "The Choice" and "The Choice in Intervention", which is from the Arvinger Institute. This material focuses you on your relationships and your part in all of your relationships. The emphasis of all the skills learned is that you will be starting to build back the relationships that have been damaged. A parent can learn all of the skills in the world, but if there is not a relationship established they will be very ineffective. The third day consists of learning tools and skills, your parenting style and your child's type, conflict resolution skills, what to expect when your daughter graduates CCA and much more. You will also be taught a plan that will help provide structure in the home for when your child returns. After completion of this workshop you will begin to be prepared for your home visits and eventually their return home.

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

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

***You must register for Parent Workshops**

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

Or contact Summer Bullard (928) 567-1322 ext. 144 shbullard@coppercanyonacademy.com

Schedule

MONDAY TO FRIDAY

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

SATURDAY

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

SUNDAY

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

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

Privileges by Level

LEVEL 1 – Willingness

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

LEVEL 2 -Trust

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

LEVEL 3 – Leadership

Eligible for all privileges of Level 2

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

LEVEL 4 –Hope

- Eligible for all privileges of level 3.
- Bi-weekly shopping excursions - May only purchase items for self (no purchasing for other students).
- Eligible for one thirty-minute phone call with parents, weekly.
- Two family therapy calls per month.
- Eligible for all off campus activities each month.
- Eligible for 1 home visit each month with therapist’s approval: (see “Visits by Level”)

SIGNOFF SHEET FOR “LEVEL ONE” ADVANCEMENT WILLINGNESS

Minimum for Level One: 6 weeks

Name:	Date of Last Move Up:	Date	Signature
LEVEL ONE – TASKS			
Complete Student Workbook for level 1			Therapist
Must journal at least 4 out of every 7 days. No inappropriate pictures or language.			Therapist
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.)			Therapist
Has written a letter of accountability to parents for why she is here and has received an impact letter from parents.			Therapist
Has moved out of denial, resistance or passivity and is verbalizing in group			Therapist
Write a two-paged Reading Response on “ <i>The Four Agreements: A Practical Guide to Personal Freedom</i> ” written by Don Miguel Ruiz.			Therapist
Knows & can define the “Four Agreements” & gives examples from her own life of personalizing, assuming, being impeccable with her word, & doing her best.			Therapist
Takes an active role in the participation of developing the treatment plan			Therapist
No more than 4 work hours			Community Director
Willingness to participate in seminar (1 or 2)			Clinical Director
Has presented her move up presentation to the community			Treatment Team
EMOTIONAL			
Is beginning to hear feedback without becoming defensive.			Treatment Team
Is beginning to regroup quickly when told “no” and is beginning to accept delayed gratification			Treatment Team
Has developed an attitude of willingness to accept & work the program			Treatment Team
Is beginning to spontaneously verbalize the need to make changes.			Treatment Team
Is beginning to identify strategies for managing her emotions, attitudes & conflicts			Treatment Team
Has learned the format for, and is beginning to use “I feel” statements. Has read handout via therapist about “I feel” statements and can describe what it is and how to use “I feel” statements			Treatment Team
SOCIAL SKILLS			
Is beginning to make appropriate greetings including saying “good morning/afternoon” to staff, students.			Treatment Team
Is beginning to make eye contact and shake hands when appropriate.			Treatment Team
Has learned appropriate table manners and is beginning to use them			Treatment Team
Is beginning to manage and limit the use of profanity, vulgarity, and slang.			Treatment Team
Is beginning to be courteous, considerate and respectful of self & others			Treatment Team
ACADEMIC			
Demonstrates a sustained and consistent level of effort, engagement, willingness, and performance in all current classes.			Academic Director

Ready to Submit: _____
Therapist Signature Date

**SIGNOFF SHEET FOR “LEVEL TWO” ADVANCEMENT
HOPE
Minimum for Level Two: 13 weeks**

Name:	Date of Last Move Up:	Date	Signature
LEVEL TWO – TASKS			
Complete Student Workbook for level 2			Therapist
Submit posters defining 5 behavioral changes to be made - Written report on “New choices I made in my life” - 3 to 5 minute oral report on “New choices I made in my life”, to be presented in caseload group. Student is responsible for arranging time to present.			<i>Therapist</i>
Student has identified and written down specific amends to be made for each offense on her personal inventory. She has begun to plan to make amends			<i>Therapist</i>
Student has kept a personal journal & has made 52 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.			Therapist
Demonstrated progress in regards to treatment plan objectives			<i>Therapist</i>
Write a two-paged Reading Response on “ <i>The Four Agreements: A Practical Guide to Personal Freedom</i> ” giving examples from her own life of personalizing, assuming, being impeccable with her word, & doing her best and relate it back to family.			<i>Therapist</i>
Write a two-paged Reading Response on <i>The Right Questions</i> by Debbie Ford			<i>Therapist</i>
Is open, honest, active, and consistently contributes to caseload group			Therapist
Have parents begin reading “Positive Parenting with a Plan: Family Rules” by Johnson			Therapist
Willingness to participate in seminar (1 or 2)			<i>Clinical Director</i>
Has presented her move up presentation to the community			<i>Treatment Team</i>
EMOTIONAL			
Student is able to manage her reactions when told “No” or when gratification is delayed.			<u>Treatment Team</u>
Talks openly with multiple staffers and students when issues arise			<u>Treatment Team</u>
Frequently practices using the “I feel” formula when communicating with both staff and students.			<u>Treatment Team</u>
Appropriately gives constructive feedback to others at times and is frequently able to receive feedback from others with minimal defensiveness in therapy (group) and community.			<u>Treatment Team</u>
Beginning to show signs of leadership in therapy, community, and classroom. - therapy: open, honest, moving out of denial and actively participating - community: holding other girls accountable, no more than 3 work hours - classroom: active participation			<u>Treatment Team</u>
Beginning to be responsible for self and others in classroom, therapy, and community.			<u>Treatment Team</u>
Frequently manages her behavior through healthy, honest & expressive techniques & frequently handles conflict with appropriate problem solving skills.			<u>Treatment Team</u>
Student has developed an attitude of hopefulness for her future.			<u>Treatment Team</u>
SOCIAL SKILLS			
Often greets others appropriately, shakes hands with and introduces self to guests, and often makes eye contact when speaking			<u>Treatment Team</u>
Often uses appropriate table manners			<u>Treatment Team</u>
Seldom uses profanity, vulgarity or slang			<u>Treatment Team</u>
Often is courteous, considerate and respectful of self and others			<u>Treatment Team</u>
Regularly presents herself as well groomed & appropriately dressed (to CCA dress code)			<u>Treatment Team</u>
ACADEMIC			
Demonstrates a sustained and consistent level of effort, engagement, willingness, and performance in all current classes.			Academic Director

Ready to Submit:
Therapist Signature _____ Date: _____

Revised 02-2010

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

Minimum for Level Three: 13 weeks

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

Feels proud of her accomplishments, excited about the future & is beginning to recognize the value of what she is learning at CCA		<i>Treatment Team</i>
Student actively seeks opportunities to provide positive leadership in classroom, community, and therapy groups.		<i>Treatment Team</i>
Begins to experience resolution concerning personal issues including behavior patterns, relationships, & conflicts, through her work in individual & group therapy		<i>Treatment Team</i>
Frequently manages her behavior through healthy, honest & expressive techniques & frequently handles conflict with appropriate problem solving skills.		<i>Treatment Team</i>
Demonstrates a commitment to graduate the program		<i>Treatment Team</i>
SOCIAL SKILLS		
Consistently greets others appropriately, shakes hands with and introduces self to guests, makes eye contact when speaking		<i>Treatment Team</i>
Consistently uses appropriate table manners		<i>Treatment Team</i>
Does not use profanity, vulgarity or slang		<i>Treatment Team</i>
Is consistently courteous, considerate and respectful of self and others		<i>Treatment Team</i>
Often presents herself as happy, healthy, well groomed, appropriately dressed (to CCA dress code)		<i>Treatment Team</i>
ACADEMIC		
Demonstrates a sustained and consistent level of effort, engagement, willingness, and performance in all current classes.		<u>Academic Director</u>

Ready to Submit: _____
Therapist Signature Date

SIGNOFF SHEET FOR “LEVEL FOUR” ADVANCEMENT KNOWLEDGE

Date Ready to

Submit: _____

Name:	Date of Last Move Up:	Date	Signature
LEVEL FOUR – TASKS			
Complete Student Workbook for level 4			<u>Therapist</u>
Complete the “Family Rules” set up and begin implementation on home visits			Therapist
Has written and presented a 3 to 5 minute oral report on each home visit			Therapist
Has written and presented a 3 to 5 minute oral report on “What I feel connected to”			Therapist
Actively demonstrates leadership by nurturing progress of lower level students			Therapist
Has made 80 dated journal entries, at least 4 out of every 7 days. Journal entries are focused on “The difference I made today...”			Therapist
Write a two-paged Reading Response on a therapeutic book assigned by your therapist Book Assigned:			Therapist
Complete a parental approved friends list			Therapist
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.			Therapist
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.			Therapist
Consistently uses the four agreements			Therapist
Demonstrated progress in regards to treatment plan objectives			Therapist
Has presented their move up to grad. stat presentation to the community			Treatment Team
Completed level 3 seminar			Clinical Director
Parent and student completed task list given them by therapist for each home visit			Therapist
EMOTIONAL			
Consistently is proactive in addressing issues with multiple staff members & students as they come up			Treatment Team
Consistently uses “I feel” statements to give both feedback & acknowledgement, and assists new students in learning the format			Treatment Team
Consistently proactive in giving & receiving appropriate & supportive feedback both in therapy and in the community			Treatment Team
Consistent in implementing 5 identified behavioral changes			Treatment Team
Experiences herself as happy, healthy and productive			Treatment Team
Manages their emotions and also expresses their emotions in a healthy way			Treatment Team
Parents & self report that above behaviors are maintained at home			Treatment Team
Consistently manages her emotions & behavior through healthy, honest & expressive techniques.			Treatment Team
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 skills.			Treatment Team
Student is setting appropriate boundaries and has a distinct vision for her future			Treatment Team
Successfully completes a transitional living experience in the home of an identified staff member			Treatment Team
Student actively seeks opportunities to provide positive leadership in the classroom, caseload, and in the community - classroom: active participation - caseload: active participation, confront others on avoidance behaviors, teaching by example, taking emotional risks - community: helping others up hold the rules, actively volunteers to help walk girls, clean up etc., support and encourages a positive community environment, support protocol for conflict resolution			Treatment Team

Demonstrates a commitment to graduate the program		<i>Treatment Team</i>
SOCIAL SKILLS		
Consistently does, teaches, & encourages others to greet others appropriately, shake hands with & introduce self to guests, make eye contact when speaking		Treatment Team
Consistently does, teaches, & encourages others to use appropriate table manners		<i>Treatment Team</i>
Consistently does not use profanity, vulgarity or slang, and encourages and teaches others not to use vulgarity or slang		<i>Treatment Team</i>
Is consistently courteous, considerate and respectful of self and others and encourages and teaches others to also be considerate and respectful of self and others		<i>Treatment Team</i>
Consistently presents herself as happy, healthy, well groomed, appropriately dressed (to CCA dress code) & relaxed.		<i>Treatment Team</i>
ACADEMIC		
Demonstrates a sustained and consistent level of effort, engagement, willingness, and performance in all current classes.		<u>Academic Director</u>
Write a resume & sample job application & cover letter, mock interview		<u>Director</u>

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Visits by Level

LEVEL 2

- Eligible for one on-campus visit each month
 - o 1st visit-4 hours
 - o 2nd visit-6 hours
 - o 3rd visit- 8 hours – If student is showing significant progress off Campus visit on third visit may be granted with **Treatment Team approval**.
- There must be a “Visit Agreement” created by parents and approved by the therapist prior to each visit.
- There must be a minimum of 21 days between each on campus visit. No more than one visit each month.
- All visits must begin or end with an in-person family therapy session
- All visits should be made with the least amount of out of class time possible.

LEVEL 3

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

LEVEL 4

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

Parents should spend their on and off campus visit time with their child & family only.

Large and/or excessive amounts of food, sodas, and candy are discouraged being brought on the CCA Campus. Please only bring enough food for your child to eat in one sitting.

Policies

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

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

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

Name of Student-Dorm (Willow, Juniper or Sycamore)

Copper Canyon Academy
3095 Coronado Trail (UPS OR FEDEX)
PO Box 230 (USPS MAIL OR PACKAGES)
Rimrock, AZ 86335

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

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

Sycamore House: sycamore@aspennstudents.com

Willow House; willow@aspennstudents.com

Juniper House: juniper@aspennstudents.com

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

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

PHONE - Students are never allowed unsupervised access to the telephone. Students are allowed one 5 minute check-in phone call per month while on 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, attitude, and progress. Unless there is a major problem, concern, or emergency we would encourage you to limit your phone contact to the regularly scheduled time.

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

VISITS - All visits are approved and structured by your daughter's therapist. Students are eligible for their first visit when they are on 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.

Clothing

THINGS TO BRING

Conservative quantity of:

Clothing/ shoes/ jewelry

(See below)

- *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, feminine napkins, tampons, deodorant, conditioner)
- NO Male Hygiene Products Allowed (Exp: Old Spice, Axe)
- *Electric razor (if desired)
- *Small stuffed animals (2 maximum, if desired)
- *Scientific Calculator
- *1 Back pack
- *1 USB Jump Drive

THINGS NOT TO BRING

- *Stereos, recorders, CD's, tapes, ipods and walkmans
- *Aerosol hair sprays 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:

Please Note: Copper Canyon Academy provides 4 T- shirts, 4 polo shirts, 1 polar Fleece jacket and one white dress shirt.

Maximum To Bring • 4 pairs of pants – Khaki Only** • 4 pairs of shorts and/or Capri's (shorts need to be to the knee) – Khaki Only** • 1 skirt **required** (knee length or longer) – Khaki Only** • 2 pairs sweat pants

- o 2 dress or skirt outfits –knee length or longer
- o 10 Underwear (No thongs please)
- o 10 Pair socks
- o 5 bras (one sports bra) No Black
- o 1 Slip (optional)
- o 1 Bathrobe
- o 1 Pair athletic shoes (sports)
- o 1 Pair athletic shoes (hiking)
- o 1 Pair slippers
- o 1 Jacket (lightweight)
- o 1 One piece bathing suit (modest)
- o 2 Pajamas w/pant bottoms
- o 1 Pair of Flip flops

Suggested Internet locations to purchase uniform clothing:

www.oldnavy.com

www.gap.com

www.jcpenny.com

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

Dress Code

EFFECTIVE Jan. 25, 2010

Skirts:

- Style: Straight or pleated - No more than 2 inches above the knee –
- No leggings or pants under skirts
- 1 Khaki skirt (required), 1 additional Khaki skirt optional

Pants/shorts:

- Styles: No more than 2 inches above knee. Must not reveal skin when bending over. No cargo pants. Pants must fit (not be too tight or too baggy).
- Color: Khaki in stone or light tan only – **No Green**
- Corduroy are acceptable in the approved colors
- Jeans/Levis are approved for after school, weekends, and activities for level twos and up.
- Dark blue or Black Exercise Shorts – No more than 6 inches above the knee
- No rips, tears, or writing (in pen or marker) permitted on pants. Pants may have writing on INSIDE identifying what student they belong to.
- Pants with rips, tears, writing, etc. will be sent home.
- Sweat pants – Exercise time only:
 - Black or Navy (white stripe is approved)
 - Velour is fine in the approved colors

Belts:

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

Shirts (uniform shirts provided):

- 1 White shirt (required) for graduation and community days.
- Polo shirts are standard uniform, provided by program.
- Students are required to wear the uniform shirt corresponding to their **level** at all times, except for Level Four's on home visits or Level Four activities.
- 2nd shirt may be worn under uniform shirt however it must be white or same color as uniform shirt – Single color only
- No band, gang, or negative images on shirts.
- White T-Shirts Approved as undershirts or pajamas.

Jackets/Coats/Sweatshirts:

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

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

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

Under Clothing:

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

Swimming Suits:

- Once Piece and conservative in cut and style.

Hair/Hair Accessories:

- Hair should be out of eyes and clean
- Bandanas are not allowed
- Hair must be student's natural color and conservative in cut and length.
- Hair must be presentable (no "messy buns," hair in eyes, dreadlocks, etc.)

Shoes:

- Dress shoes are approved at all times.
- Clean White or Grey sneakers are approved and may be worn with uniform as well as after school and on week ends. They must be clean with no rips, holes or writing on them (other than brand name). No colors other than white or grey will be permitted, and no brightly colored shoelaces are allowed (white or grey shoelaces which match the shoe color only).
- Sandals are permitted with uniform if they are dress sandals.
- No flip flops are allowed as part of the uniform. They may be worn after school/ on the weekends.
- No high heels except for graduation or community days. High heels worn on these occasions must have a heel no higher than 2".
- Uggs are OK during the school day, provided they are in good shape and have no writing on them.
- Knee High Socks, are OK in the following colors. White, Black, Grey or Navy
- Tights, white, navy or black. NO LEGGINGS OR PANTY HOSE
TIGHTS MUST HAVE FEET AND BE MADE OF NON-RUNNING MATERIAL
- No restrictions on Slippers but they may only be worn in the house and not with school uniform
- 1 flip flops
- 1 shower shoes
- 2 dress shoes - heel no more than 2"
- 2 athletic shoes 1- for gym only 1- for exercise and every day
- 1-House shoe/slipper may be used for in-dorm shoe
- 1 pair horse riding boots if involved in Equestrian Program.

Makeup:

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

Fingernails

- Must be kept neatly filed
- Clear polish only levels 1 – 2
- Light polish colors levels 3 – 4
- Darker polish colors of PINK and RED ONLY may be worn as well on levels 3 and 4
- No unusual colors (neons, bright colors, patterns, etc.)
- Dorm supervisor has final say on fingernail color.

Pajamas:

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

Level 4 Religious Services and Off Campus Activity Outfits:

- Must meet above Dress Code rules for length and modesty.
- Shirts: 3 inch minimum on shoulder - No midriff's showing
- Skirts: No more than 2 inches above the knee
- Shorts: No more than 4 inches above the knee
- Outfits must fit (Not too tight or too loose)

Level 2 Religious Services & Off Campus Activity Outfits:

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

Level 3 Religious Services:

- Must meet above Dress Code rules for length and modesty.
- Shirts: 3 inch minimum on shoulder - No midriff's showing
- Skirts: No more than 2 inches above the knee
- Shorts: No more than 4 inches above the knee
- Outfits must fit (Not too tight or too loose)

Level 3 & Off Campus Activity Outfits:

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

****Inappropriate clothing or items will be mailed home to parents.****

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

****Khaki in stone or light tan only – No Green**

Directions to
Copper Canyon Academy, Inc.
3095 Coronado Trail – Rimrock, AZ 86335
928.567.1322



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

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

Follow Lakeshore until it ends at Rimrock Drive.
Turn right onto Rimrock Drive.

Follow Rimrock Drive for about .8 miles to the entrance of CCA. Park in the parking lot on the right and please check in at the Administration Building.

