



Student Manual

Dear Student,

Welcome to Copper Canyon Academy!! We are pleased to have you join our school. We know you will have many questions regarding what will happen next. We look forward to assisting you in working through the upcoming challenges you will be facing.

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

Copper Canyon Academy has a comprehensive program designed to develop self-esteem, self-awareness, self-confidence, self-reliance, and self-management. You will be participating in individual therapy, group therapy, family therapy, a fully accredited academic program, a warm, caring, structured residential life, and a physical fitness program. This is the start of new opportunities in your life.

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

Sincerely,



Josh White
Residential Program Director



Paul Taylor
Executive Director



Paul Ravenscraft
Admissions Director



Mike Gurr
Clinical Program Director



Roxanne Jasman
Operations Director



Ken Buxton
Academic Director

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 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, community living, transitional living experience*
- Individual Therapy, Group Therapy and Family Therapy*
- Optional Therapy: DBT, EMDR, AA Meetings, Ala-Non Meetings*
- Student Workshops, Parent Workshops and Family Workshops*
- Optional Programs: Equine Therapy, Equestrian Riding, Choir, Dance & 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 women.

To develop a highly qualified and motivated staff that reflects high self-esteem, individuality, creativity and leadership.

To provide the best therapeutic program designed to reach every student and assist them in building self-esteem, self-confidence, self-awareness, self-reliance, and self-management.

To provide a comprehensive academic program that brings students up to and beyond grade level and creates a confidence and joy in learning.

To create an atmosphere and curriculum that fosters self-motivation, accountability, and responsibility. To provide an environment where students feel safe, secure and cared for in an environment designed to create change and new choices

To provide a school that redirects and enhances the emotional, physical, mental, spiritual and social skills of teenage women.

Questions and Answers

1. *How long will I be here? Copper Canyon is designed to be a minimum of a 12-month school. Your length of stay is determined by your progress.*
2. *When can I talk to my parents and friends? While at Copper Canyon we want you to focus on you. Next the focus is turned to your integration back into your family. You will begin phone calls with your family after you are on level 1 with your therapist's recommendation. You will have very limited contact with your friends during your enrollment at Copper Canyon Academy.*
3. *What about letter writing? We encourage letter writing to begin immediately. In fact, you are required to write a minimum of one letter per week to your family. All mail is sent to your parents. If your parents and therapist approve the letter they may then forward the letter. Parents are recommended not to forward any mail to or from friends until you reach level four. Your friends must send their letters to your parents first and your parents will forward the mail to you.*
4. *What can I receive in packages from my family? Approved items from your parents include: books, stationary, pens, colored pencils, art supplies, craft projects, etc. All packages being sent by parents must be pre-approved by the Director before they are shipped. Parents are not to send food, candy, gum, personal necessities, or illegal items.*
5. *When can my family come visit me, and when can I go home for a visit? Parents are invited to visit you after you reach level 2 and receive your therapist's recommendation. The school and your therapist will determine when you are eligible for a visit based on your progress.*
6. *What do I do for spending money while I am here? All students are given an allowance while enrolled at Copper Canyon. You will be expected to budget for personal necessity items and activities you participate in. Budgeting is a very important skill you will learn while you are here. The allowance account is explained in detail later on in the manual.*
7. *Why do I have to wear a uniform? Students are asked to make changes in past behavior. Part of the past is the clothing you wear. We want you to focus on making new choices for the future including your clothing. It also allows everyone to start the same without a focus on who is wearing what today.*

Rules of Conduct

Every rule at Copper Canyon Academy is centered on the word, respect. Copper Canyon Academy is truly a community/family of respect: Student to student, student to staff, staff to student and staff to staff.

Maintain appropriate manners and courtesy to others at all times. This includes using “please”, “thank you”, and excuse me.

Follow the instructions of staff and teachers in a respectful and cooperative manner.

Foul language is not allowed. This includes swear words and derogatory comments.

Treat other students with respect and cooperation.

Treat the facility and all property with respect and care. Any repair and/or replacement will be taken out of your student fund.

No hitting, stealing, lying, cheating, gossiping, foul language, passing gas (out loud), belching or screaming.

Students are not allowed to whine.

Be on time for all classes, meals, and activities.

No discussions about drinking, drugs, gangs, or sex except with therapist, or in group, workshops, and trainings.

No sexual, aggressive, or suggestive actions or comments to others.

No disrespectful or damaging actions toward self.

When students serve themselves they are required to eat everything they take. When staff proportion out the food it is not required to eat everything on the plate. Food is not to be wasted. Students must eat a healthy amount of food at every meal.

Follow the Table Manners Rules at all times.

Follow the Dress Code at all times.

Follow the Hygiene Code at all times.

Respect bathroom. Flush toilet after use. Do not put tampons or sanitary napkins in toilets. Put tampons in plastic baggies and throw away in garbage. Any un-flushed toilets must be reported to staff immediately. If the toilet is plugged use a plunger.

Students are not to be outside without staff permission and direct supervision.

All books must be pre-approved by director. No Steven King, VC Andrews horror books, smutty romance, or inappropriate content books.

Students should not play pranks or scare other students.

Get permission from staff to be excused when at the table, in class, or during any meetings.

Stay on campus at all times unless permission has been given to leave. Be in eyesight of staff at all times.

No borrowing or lending.

No note writing or passing.

Phone calls for students on levels 1-3 are only made under the direct supervision of a staff member. All phone calls are to be pre-authorized. Level 4 social calls are only allowed during approved times.

Do not go into a sleeping room you have not been assigned to.

You are only to sit or lay on the bed you have been assigned to.

Students are not allowed to change or regulate the temperature controls.

Cups and glasses are not to leave the kitchen or dining room.

Table Manner Rules

1. *Students are to be at meals on time.*
2. *Sit straight with both feet on the floor.*
3. *Place your napkin in your lap.*
4. *Elbows are at your side, not on the table.*
5. *There should be a balance of upper and lower level students at each table.*
6. *Do not reach across table or across other people.*
7. *Pass food and equipment - do not slide or shove.*
8. *Talk in a low volume with the people at your table – Directly across or next to you not several people away. Talk about appropriate topics.*
9. *Chair legs are to be flat on the floor - no leaning back or forward.*
10. *Eat slowly and with care.*
11. *Eat bit-sized portions. Do not stab large pieces of food or eat from the fork.*
12. *Excuse yourself and get permission from staff anytime you leave the table.*
13. *Chew with your mouth closed. Do not talk with food in your mouth.*
14. *No belching or passing gas.*
15. *Use “Please” and “Thank you” when asking or receiving items.*
16. *Students must eat a healthy amount of food at every meal. Students should not gorge themselves.*
17. *Students should not use items such as sugar, salt, butter, syrup, etc. to excess.*
18. *Only one glass of milk or juice at each meal.*
19. *Students may have one bowl of cereal at breakfast.*
20. *No seconds at meals. If students are still hungry fresh vegetables are available.*
21. *Meals are provided with a lot of care. Students should not substitute foods without express permission for the food services staff. If they do not like something being served they will go without. If there is a special dietary need administration will notify staff.*
22. *Students should clean their own personal areas when leaving the table and put chair back under table.*
23. *Students are to scrape the food into the garbage and stack the dishes neatly in the washing window.*
24. *Students are not to get into the cupboards, refrigerator or freezer without permission.*
25. *Students should not go to the bathroom for 30 minutes after a meal. In the event there is a physiological emergency then permission must be gained from a staff and the student must count or sing loud enough for the staff to hear while they are in the bathroom.*

Hygiene Rules

1. *Hair should be shampooed (as needed depending on hair type) and styled everyday. Hair should look clean. Hair will be conservative in color and style. Unsightly hair colors or cuts will be changed according to the approval of the Residential Supervisor or Program Director.*
2. *Students will shower daily with soap over entire body. Body lotion is an option that we strongly recommend. Showers will be no more than 7 minutes long.*
3. *Teeth will be brushed with toothpaste twice a day, morning and night.*
4. *Tampons should be changed at least every 2-3 hours to avoid toxic shock. TAMPONS ARE “NOT” TO BE FLUSHED DOWN THE TOILET. They should be put in a plastic baggie, wrap toilet paper around baggie and place in trash can.*
5. *Feminine pads should never be flushed down toilet. They should be wrapped with toilet paper and placed in the trash can.*

Policy for products with Alcohol

Any liquid product containing alcohol is prohibited on campus, due to alcohol content. We have found that even the products on this list that may say alcohol free are misleading and often contain alcohol. The following is a list of un-approved items:

Un-Approved Items:

*Mouthwash
Perfumes/body spray
Hairspray
Hand Sanitizer
Laundry stain remover
Febreze / air freshener*

**The following items are approved, if alcohol is not listed in the first three ingredients. Ingredients are listed in order of potency on product labels, so any item with alcohol listed after the first three ingredients, has a low alcohol content or potency.*

Approved items

*Shampoo
Conditioner
Body wash
Lotion
Sunscreen
Face wash/toner
Acne cream
Bug spray
Hair gel*

**Please note that it would be impossible to list everything. Please use the above lists as guidelines. Any product not meeting the guidelines will be sent home. As always dorm supervisors have the final say if a product follows our guidelines or not. Please contact your daughter's dorm supervisor with questions. Thank You*

Dress Code

EFFECTIVE March 14th, 2011

Skirts:

- *Style: Straight or pleated – Knee Length*
- *No leggings or pants under skirts*
- *1 Khaki skirt (required), 1 additional Khaki or approved plaid skirt optional*

Pants/shorts:

- *Styles: No more than 4 inches above knee. Must not reveal skin when bending over. Pants must fit (not be too tight or too baggy).*
- *Color: Khaki in stone or light tan only – No Green*
- *Jeans/Levis are approved for after school, weekends, and activities for level twos and up.*
- *Black Exercise Shorts – No more than 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*
 - *White stripe is approved*
 - *No logos or wording (except for CCA logo)*

Belts:

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

Shirts (uniform shirts provided):

- *1 White shirt (required) for graduation and community days, provided by program.*
- *Polo shirts are standard uniform, provided by program.*
- *Students are required to wear 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*
 - *Tank tops are permitted but must have 3 fingers across shoulder strap - No spaghetti straps or “wife beater” style shirts.*
- *No band, gang, or negative images on shirts.*
- *White T-Shirts Approved as undershirts or pajamas.*
- *No sleeveless, low-cut or off the shoulder tops.*

Jackets/Coats/Sweatshirts:

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

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

- *No gang, satanic, negative friend, or negative image jewelry*
- *Earrings-Studs only 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 weekends. 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).*
- *Dress Sandals are permitted with uniform during the warmer months (April – Sept), as long as they have a back or a strap across the back.*
- *No flip flops are allowed as part of the uniform. They may be worn after school or 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".
- UGG's are OK throughout the cooler months (Oct. – March) and will be permitted during the school day during these months provided they are in good shape, and have no writing on them.
- Slippers are OK, other than they may only be worn in the house and not with a school uniform.

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

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

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

Socks/Tights:

- Both regular and knee high socks, are OK in the following colors, White, Black, or Navy
- Tights are ok in White, Black or Navy. **NO LEGGINGS or PANTY HOSE - Tights must have feet and should be made of non-running material**

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
- No unusual colors (neon's, bright colors, patterns, etc.); with the exception of pinks and reds – these will be permitted for levels 3 and 4 only.
- Dorm supervisor has final say on fingernail color.

Pajamas:

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

Level 4 Religious and Off Campus Activity Outfits:

- *Must meet above Dress Code rules for length and modesty.*
- *Shirts: 3 inch minimum on shoulder - No midriff’s showing*
- *May wear own pants, shorts or skirts as long as they are appropriate in style and color.*
- *Skirts: 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 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.*

Level 2 Religious & Off Campus Activity Outfits:

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

Inappropriate clothing or items will be mailed home to parents.

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

Field Trip Ground Rules

Students must wear uniforms unless student level dictates otherwise.

Students must be in view of staff at all times.

Students must show respect and good manners at all times.

Seat belts are to be worn at all times in vehicles.

Students participating in field trips will be in class the following day or lose the privilege for the next field trip.

CCA rules will be observed at all times.

Follow staff direction.

Respect public and private property.

Always have a buddy and know where your buddy is.

Laundry Rules

Laundry is only washed on the assigned day.

All laundry is to be finished by the end of the day. Absolutely no leaving clothes in washer or dryer overnight.

All clothes must be folded or hung up neatly and put away.

Laundry is washed according to the room assignment.

Laundry is to be sorted in the morning of your assigned laundry day.

Sheets and towels are to be washed each week.

Laundry room is to be kept clean during and after use.

Laundry Instructions

1. Sort clothes according to color, i.e. darks, mediums, whites, sheets & towels.
2. Do not over fill the washer or dryer.
3. Clean the lint screen on the dryer before each load is put in.
4. Only fabric softener goes in the center container of the washer.
5. Use only the appropriate amount of laundry soap. Using too much laundry soap can stain your clothing.
6. Pre-treat stains before washing clothing.
7. If you require special laundry soap due to allergies contact your Residential Supervisor.

Academics

Copper Canyon Academy boarding school for girls has a college prep-focused academic program, and is fully accredited by the North Central Association of Colleges and Schools. The CCA faculty holds Arizona credentials, master's degrees, or both. Copper Canyon Academy's academic program is designed to maximize a student's learning potential and joy of learning. Success in academics supports the school's goals of students' enhanced self-esteem, self-awareness, self-confidence, self-reliance and self-management.

The Copper Canyon Academy academic program offers the following programs and services:

Courses Offered

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

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

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

The Ability to Earn a High School Diploma

Copper Canyon Academy students actively work toward receiving a high school diploma. If a student earns all required credits while at Copper Canyon Academy, 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 learning necessary knowledge and skills, students are taught how to learn on their own. This develops self-sufficiency skills which will serve students well. We also hope to infuse students with a love for learning, encouraging them 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 this complex world. Critical thinking skills also enable a student to dig deeper into subjects and understand in a more substantive level the world around them. Ideally, those skills can also create in students a greater degree of self-awareness and understanding.

Self-Discipline

It is necessary for students to develop self-discipline to complete assignments, classes, and earn a diploma. Self discipline means not only the ability to complete things that are unpleasant and difficult, but also the ability to stay focused, remain persistent, and be organized. This trait serves the student throughout her lifetime.

Course Load

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

Block Schedule

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

College Planning

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

Field Trips

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

SAT/ACT Preparation Classes

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

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 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.

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

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

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.
 - Mascara - may be used on eyelashes only and may not be used as eyeliner
 - Blush – may be worn on cheeks only and may not be used as eye shadow
 - Lip gloss – clear only
- Eligible for 2 thirty minute family therapy phone calls per month with parents/guardians upon therapist’s approval
- Eligible for 1 off campus visit per month with therapist’s approval: (see “Visits by 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 Introduction and Life Story			Therapist
Journal at least 4 out of every 7 days. No inappropriate pictures or language. Date and number each entry			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.) Use “Harms Inventory Template”			Therapist
Has written and read a letter of accountability to parents for why she is here .			Therapist
Has moved out of denial, resistance or passivity and is verbalizing in group and beginning to receive feedback on Emotional/Social skills from move up work.			Therapist
Write a two-paged Reading Response on “ <i>The Four Agreements: A Practical Guide to Personal Freedom</i> ” written by Don Miguel Ruiz. Typed, New Times Roman, 11pt, 1.5 spacing			Therapist
Knows & can define the “Four Agreements” & gives examples from her own life of personalizing, assuming, being impeccable with her word, & doing her best. Present in group.			Therapist
Takes an active role in the participation of developing the treatment plan			Therapist
Has learned the format for, and is beginning to use “I feel” statements. Has read handout via therapist about “I feel” statements and can describe what it is and how to use “I feel” statements			
No more than 4 work hours			Community Director
Complete workshop (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
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.			Refer to red sheet

Ready to Submit: _____
Therapist Signature Date

Harms List

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

1. This inventory is **not** an exercise in beating yourself up. Be scrupulously honest but be fair to yourself. Inventory your strengths as well as your defects.
2. The following checklist merely **suggests** what some people consider flaws. You must decide how they fit with your own moral code. Do not be limited by this list--add your other flaws and assets. In this harms list you begin to discover **your** values – what **you** consider right and wrong, functional and dysfunctional behavior--and how you live up to **your** standards

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

Whom did I harm?

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

SELFISH	DISHONEST	FRIGHTENED (OF)
· Not seeing others point of view, problems or needs · Wanting things my way · Wanting special treatment · Wanting others to meet my needs—dependence · Wanting what others have · Wanting to control—dominance · Thinking I'm better—grandiosity · Wanting to be the best · Thinking others are jealous · Wanting others to be like me · Being miserly, possessive · Wanting more than my share · Reacting from self loathing, self righteousness · Too concerned about me · Not trying to be a friend · Wanting to look good or be liked · Concerned only with my needs · Manipulating others to do my will · Putting others down internally or externally to build me up · Engaging in character assassination · Acting superior · Acting to fill a void · Engaging in gluttony or lusting at the expense of another person · Ignoring others' needs · Trying to control others	· Not seeing or admitting where I was at fault · Having a superior attitude—thinking I'm better · Blaming others for my problems · Not admitting I've done the same thing · Not expressing feelings or ideas · Not being clear about motives · Lying, cheating, stealing · Hiding reality—not facing facts · Stubbornly holding on to inaccurate beliefs · Breaking rules · Lying to myself · Exaggerating, minimalizing · Setting myself up to be “wronged” · Expecting others to be what they are not · Being perfectionistic	· Peoples' opinions · Rejection, abandonment · Loneliness · Physical injury, abuse · Not being able to control or change someone · My inferiority, inadequacy · Criticism · Expressing ideas or feelings · Getting trapped · Exposure, embarrassment

· Getting revenge when I don't get what I want · Holding a resentment · Acting to make me feel good		
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Fears list:

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

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

Checklist of Flaws and Assets

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

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

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

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

See source footnotes on page 2.

SIGNOFF SHEET FOR “LEVEL TWO” ADVANCEMENT

HOPE

Minimum for Level Two: 13 weeks

Name:	Date of Last Move Up:	Date	Signature
LEVEL TWO – TASKS			
Complete Student Workbook chapters 1 and 2			<i>Therapist</i>
Submit posters defining 5 behavioral changes to be made - Written report on “New choices I made in my life” - 3 to 5 minute oral report on “New choices I made in my life”, to be presented in caseload group. Student is responsible for arranging time to present. Review choices and posters with therapist before presenting.			<i>Therapist</i>
Student has identified and written down specific amends to be made for each offense on her personal inventory. She has begun to plan to make amends			<i>Therapist</i>
Therapeutic assignment – could include journaling, diary cards, or other therapeutic assignment at therapists discretion.			<i>Therapist</i>
Demonstrated progress in regards to treatment plan objectives			<i>Therapist</i>
Read attached leadership manual and develop a leadership plan with your parents to present to caseload			<i>Therapist</i>
Write a two-paged Reading Response on “ <i>The Four Agreements: A Practical Guide to Personal Freedom</i> ” giving examples from her own life of personalizing, assuming, being impeccable with her word, & doing her best and relate it back to family. Typed, New Times Roman, 11pt, 1.5 spacing			<i>Therapist</i>
Read and write a two-paged Reading Response on <i>The Anatomy of Peace</i> and read and write a two-paged Reading Response on a choice of one of the following: <i>The Right Questions</i> , <i>Who Moved My Cheese</i> , or <i>Yes or No, A Guide to Better Decisions</i> . Typed, New Times, 11pt, 1.5 spacing			<i>Therapist</i>
Is open, honest, active, and consistently contributes to caseload group and is open to receive feedback on Emotional/Social skills from move up work.			<i>Therapist</i>
Have parents begin reading “Positive Parenting with a Plan: Family Rules” by Johnson			<i>Therapist</i>
Complete workshop 1 or 2 (if applicable)			<i>Clinical Director</i>
Has presented her move up presentation to the community			<i>Treatment Team</i>
EMOTIONAL			
Student is able to manage her reactions when told “No” or when gratification is delayed.			<i>Treatment Team</i>
Talks openly with multiple staffers and students when issues arise			<i>Treatment Team</i>
Frequently practices using the “I feel” formula when communicating with both staff and students.			<i>Treatment Team</i>
Appropriately gives constructive feedback to others at times and is frequently able to receive feedback from others with minimal defensiveness in therapy (group) and community.			<i>Treatment Team</i>

Beginning to show signs of leadership in therapy, community, and classroom. - therapy: open, honest, moving out of denial and actively participating - community: holding other girls accountable, no more than 3 work hours - classroom: active participation		<i>Treatment Team</i>
Beginning to be responsible for self and others in classroom, therapy, and community.		<i>Treatment Team</i>
Frequently manages her behavior through healthy, honest & expressive techniques & frequently handles conflict with appropriate problem solving skills.		<i>Treatment Team</i>
Student has developed an attitude of hopefulness for her future.		<i>Treatment Team</i>
SOCIAL SKILLS		
Often greets others appropriately, shakes hands with and introduces self to guests, and often makes eye contact when speaking		<i>Treatment Team</i>
Often uses appropriate table manners		<i>Treatment Team</i>
Seldom uses profanity, vulgarity or slang		<i>Treatment Team</i>
Often is courteous, considerate and respectful of self and others		<i>Treatment Team</i>
Regularly presents herself as well groomed & appropriately dressed (to CCA dress code)		<i>Treatment Team</i>
ACADEMIC		
Demonstrates a sustained and consistent level of effort, engagement, willingness, and performance in all current classes.		<i>Refer to red sheet</i>

Ready to Submit:

Therapist Signature _____ Date: _____

Student Leadership Manual

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

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

The Meaning of Leadership (Mills)

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

The responsibility of a leader is to:

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

Taking a leadership position means:

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

Ten Leadership Qualities (Hakala)

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

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

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

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

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

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

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

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

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

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

Eleven Qualities of an Authentic Leader (Reilly)

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

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

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

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

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

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

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

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

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

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

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

What Student Council Considers as Student Leadership Qualities

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

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

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

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

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

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

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

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

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

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

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

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

Caring: showing concern: compassionate or showing concern for others

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

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

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

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

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

Approachable: invitingly friendly: friendly and easy to talk to

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

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

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

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

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

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

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

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

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

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

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

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

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

How Not to Be a Good Leader (Brodie)

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

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

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

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

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

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

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

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

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

The Five Practices (Kouzes)

Modeling the Way

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

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

- Vince Lombardi

“Believe in yourself and act on your convictions.”

Anonymous

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

- Harry Truman

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

- Mahatma Gandhi

Inspire a Shared Vision

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

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

Anonymous

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

- Harry Truman

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

- Jim Loehr

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

- Mike Murdock

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

- Goethe

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

- Dwight D. Eisenhower

Challenge the Process

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

“Accept the challenges so that you may feel the exhilaration of victory.”

- George S. Patton

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

Anonymous

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

Anonymous

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

- Napoleon Hill

“It's hard to beat a person who never gives up.”

- Babe Ruth

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

Anonymous

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

- Booker T. Washington

“Never . . . Never . . . Never . . . Never Give up!”

- Winston Churchill

Enable Others to Act

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

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

- General George S. Patton

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

- H. Jackson Brown, Jr.

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

Anonymous

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

- Brian Tracy

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

- Jim Rohn

Encourage the Heart

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

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

Anonymous

“We should seize every opportunity to give encouragement.

Encouragement is oxygen to the soul.”

Anonymous

How to Demonstrate the Five Practices

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

Modeling

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

Inspiring

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

Challenging

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

Enabling

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

Encouraging

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

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Values List

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

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

Step 1: What you value most...

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

Step 2: Elimination

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

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

Checklist for Valued Activities

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

Studying hard	Searching for excitement and danger
Taking different classes than your friends	Fitting in with your friends
Smoking Marijuana	Being sociable with others
Being tough and picking fights	Being part of any crowd you want to
Doing what your parents want	Having a steady boyfriend (girlfriend)
Drinking alcohol	Doing things with your family
Going to school dances or mixers	Having a part time job
Being home when you are told	Being really good at something
Going to parties	Taking challenging classes
Being friends with popular kids	Wearing the same fashions your friends are wearing
Making out	Smoking cigarettes
Looking or acting older	Finishing high school
Being in religious activities	Talking or acting differently than your friends
Spending time alone or with family	Getting drunk or high
Shoplifting or stealing	Not wanting to show you are too smart

Going out with boys (or girls)	To be liked by teachers
To wear hair or makeup differently than your friends	Going out for sports
Talk back to adults	Going to games at school
Cutting classes or skipping school	Going to concerts
Ignoring your parents	Having the same opinion as your friends
Trying to get good grades	Trashing things or vandalizing property
Trying to be thin	Holding others accountable
Letting your parents know and what you do	Watching your friends back
Listening to music your friends think is good	Going “all the way,” sexual gratification
Getting along well with parents	Going out with friends on weekends
Doing hard drugs	Doing things to impress boys (girls)
Giving teachers a hard time	Not snitching on your friends
A steady boyfriend	Doing what you want
Driving around	Staying away from home
Dealing drugs	

Step 1: What activities you valued most...

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

Step 2: Elimination

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

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

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

Student Leadership Practices Inventory

Instructions

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

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

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

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

1	2	3	4	5
Rarely or Seldom	Once in a While	Sometimes	Very Often	Frequently

- | | | | | | |
|--|---|---|---|---|---|
| 1. I set a personal example of what I expect from other people. | 1 | 2 | 3 | 4 | 5 |
| 2. I look ahead and communicate about what I believe will affect us in the future. | 1 | 2 | 3 | 4 | 5 |
| 3. I look around for ways to develop and challenge my skills and abilities. | 1 | 2 | 3 | 4 | 5 |
| 4. I encourage cooperative rather than competitive relationships among students I live with. | 1 | 2 | 3 | 4 | 5 |
| 5. I praise others for doing good work. | 1 | 2 | 3 | 4 | 5 |
| 6. I spend time and energy making sure that others in our community adhere to the principles and standards of our community. | 1 | 2 | 3 | 4 | 5 |
| 7. I describe to others in our community what we should be capable of accomplishing. | 1 | 2 | 3 | 4 | 5 |

8. I look for ways that others can try out new ideas and methods.	1	2	3	4	5
9. I actively listen to diverse points of view.	1	2	3	4	5
10. I encourage others as they work on activities in our community.	1	2	3	4	5
11. I follow through on the promises and commitments I make to the community.	1	2	3	4	5
12. I talk with others about sharing ideas about How much better our community could be.	1	2	3	4	5
13. I keep current on activities that might effect our community.	1	2	3	4	5
14. I treat others with dignity and respect.	1	2	3	4	5
15. I give others in our community support and express appreciation for their contributions.	1	2	3	4	5
16. I find ways to get feedback about how my actions affect other people.	1	2	3	4	5
17. I talk with others about how their own interests can by met by working toward a common goal.	1	2	3	4	5
18. When things do not go as we expected, I ask "What can we learn from this experience?"	1	2	3	4	5
19. I support the decisions that others in our community make on their own.	1	2	3	4	5
20. I make it a point to publicly recognize others who show commitment to CCA values.	1	2	3	4	5
21. I build consensus on an agreed-up set of values for our community.	1	2	3	4	5
22. I am positive when talking about what our community wants to accomplish.	1	2	3	4	5
23. I am making sure that we set goals and make specific plans for the projects we undertake.	1	2	3	4	5
24. I give others a great deal of freedom and choice in deciding how to do their work.	1	2	3	4	5

25. I find ways for us to celebrate accomplishments.	1	2	3	4	5
26. I talk about values and principles that guide my actions.	1	2	3	4	5
27. I speak with conviction about the higher purpose and meaning of what we are doing.	1	2	3	4	5
28. I take initiative in experimenting with the way we can do things in our community.	1	2	3	4	5
29. I provide opportunities for others to take on leadership responsibilities.	1	2	3	4	5
30. I make sure that others in our community are creatively recognized for their contributions.	1	2	3	4	5

Transferring Your Responses

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

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

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

Student Leadership Plan

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

Modeling the Way

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

Inspire a Shared Vision

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

Challenge the Process

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

Enable Others to Act

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

Encourage the Heart

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

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

Modeling the Way

Inspire a Shared Vision

Challenge the Process

Enable Others to Act

Encourage the Heart

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

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

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

SIGN OFF SHEET FOR “LEVEL THREE” ADVANCEMENT TRUST

Name:	Date of Last Move Up:	Date	Signature
LEVEL THREE – TASKS			
Complete Student Workbook for level 3			Therapist
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			Therapist
Written and oral report on the difference between honoring myself and others versus self-betrayal of self and others			Therapist
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.			Therapist
Student is beginning to make amends for each offense on her personal inventory.			Therapist
Demonstrates a clear focus on using the tools she is acquiring to take a positive, proactive leadership role in the community			Therapist
Write a two-paged Reading Response on a therapeutic book assigned by your therapist. Book Assigned:			Therapist
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.			Therapist
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			Therapist
Has successfully performed the role of “big sister” to a new student			Community Director
Complete tasks given to family during off campus visits			Therapist
Students have completed their reward list and have given it to their parents for review			Therapist
Parents have completed the list of “Family Rules”, good habit cards, daily and weekly chores			Therapist
Demonstrated progress in regards to treatment plan objectives			Therapist
Complete a substance abuse/non working behavioral relapse prevention plan			Therapist
Has successfully completed and passed the etiquette course			Director
Has completed the student 1 or 2 workshop			Therapist
Has presented her move up presentation to the community			Treatment Team
EMOTIONAL			
Is showing an attitude of trust in themselves, the program, treatment team & CCA staff			Treatment Team
Frequently uses “I feel” statements			Treatment Team
Frequently gives and receives appropriate and supportive feedback in therapy (groups) and in the community.			Treatment Team
Accepts “No” for an answer without argument and is patient.			Treatment Team
Is able to generalize work in therapy back to the community and with families			Treatment Team

Feels proud of her accomplishments, excited about the future & is beginning to recognize the value of what she is learning at CCA		Treatment Team
Student actively seeks opportunities to provide positive leadership in classroom, community, and therapy groups.		Treatment Team

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.		Refer to red sheet

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 Chapters four and five			Therapist
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 that specifically addresses challenges, successes, and future goals.			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
Therapeutic assignment – could include journaling, diary cards, or other therapeutic assignment at therapists discretion.			Therapist
Read and write a two-paged Reading Response on a therapeutic book assigned by your therapist Book Assigned: Typed, New Times, 11pt, 1.5 spacing			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 and graciously receives feedback on Emotional/sSocial skills from move up work.			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 workshop			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		<i>Treatment Team</i>
Successfully completes a transitional living experience in the home of an identified staff member		<i>Treatment Team</i>
Student actively seeks opportunities to provide positive leadership in the classroom, caseload, and 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		<i>Treatment Team</i>
Demonstrates a commitment to graduate the program		<i>Treatment Team</i>
SOCIAL SKILLS		
Consistently does, teaches, & encourages others to greet others appropriately, shake hands with & introduce self to guests, make eye contact when speaking		<i>Treatment Team</i>
Consistently does, teaches, & encourages others to use appropriate table manners		<i>Treatment Team</i>
Consistently does not use profanity, vulgarity or slang, and encourages and teaches others not to use vulgarity or slang		<i>Treatment Team</i>
Is consistently courteous, considerate and respectful of self and others and encourages and teaches others to also be considerate and respectful of self and others		<i>Treatment Team</i>
Consistently presents herself as happy, healthy, well groomed, appropriately dressed (to CCA dress code) & relaxed.		<i>Treatment Team</i>
ACADEMIC		
Demonstrates a sustained and consistent level of effort, engagement, willingness, and performance in all current classes.		Refer to red sheet
Write a resume & sample job application & cover letter, mock interview		Director

Visits by Level

LEVEL 2

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

LEVEL 3

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

LEVEL 4

- Eligible for 1 home visit each month with therapist’s approval
 - 1st – 3rd visit-9 days
 - 4th visit- 9 days* - At therapist recommendation
 - Accommodations will be made for students with split families
 - Parent 2 Workshop, will count as that months visit.
- Student must have been on 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.

Inappropriate Items List

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

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

Student Room Jobs

DAILY

- ❑ No clothes on the floor. Personal items are to be picked up off floor and under the bed. All personal items are to be put away in their proper places.
- ❑ Shoes should be straight and neat in the closet. Clothes are to be hung up neatly. Do not overcrowd the closets.
- ❑ Items on the shelves in the closets are to be neat. Books are to be on the shelves.
- ❑ Trashcan should be emptied daily.
- ❑ Dust mop the floor daily.
- ❑ Vacuum or shake rugs daily.
- ❑ Major clean windows on even number days and blinds on odd number days.
- ❑ Beds are to be made each morning. Covers are to be pulled tight and corners squared. Only two stuffed animals or dolls per bed. Personal items and pictures are not to be taped to the bed. Under the bed there should only be bins and the bathroom basket. If the student has a musical instrument it should be put in the closet or under the bed if it fits. There should only be one “under the bed” boxes, bathroom baskets & musical instruments under the bed.
- ❑ Dressers and nightstand drawers should be neat. Clothes folded neatly. The tops of the dressers and nightstands should only have decorative items on them. Personal items are to be decorative in nature on top of dresser and nightstand. Water bottles do not belong on top of furniture. Personal items and pictures are not to be taped to the furniture.
- ❑ Dust daily.
- ❑ Beds are to be neat all day. Blankets folded at the end of the bed should be neat and tidy.
- ❑ The floor should be clutter free including books, papers, pictures and magazines.
- ❑ The bulletin boards should be pictures of family members only. There should not be any cutouts from magazines on the bulletin boards. Decorative drawings, cards, etc. are acceptable. Pictures of symbols of drugs, satanic, cults, negative influences, etc. are not to be put on the boards.
- ❑ No books in the drawers.
- ❑ No boxes except for the plastic tubs provided by CCA allowed in the rooms.
- ❑ Each room is allowed only one calendar on the wall.

WEEKLY

- ❑ Clean behind dressers and nightstands. Be careful not to scratch floors moving furniture.
- ❑ Clean fan and light.
- ❑ DRY mop floors with Murphy’s oil soap.
- ❑ Dust furniture with polish.
- ❑ Wipe down both sides of door with rag. (Water only.)

Choices/Consequences Sheet

CHOICES

CONSEQUENCES

Personal items left out in room or common area	\$1 fine per item
3 fines in one week	1 hour
Rude and/or disrespectful behavior	1 hour
Badgering and whining	1 hour
Bare feet	1 hour
Tardiness	1 hour
Disruption in class, group, or activities	1 hour
Not following staff direction	1 hour
Self induced purging	1 hour
Leaving room or activity without permission	1 hour
Swearing	1 hour
Lying	1 hour
Shutdown violation	1 hour
Not completing jobs/assignments	1 hour
Entering an unauthorized room	1 hour
Rule/Dress code violation	1 hour
Roaming (not being where you are supposed to be)	1 hour
Refusing to follow staff direction	N/C Meal

*Amends determined by Treatment Team or Administrative Staff

Trends (repeating the same negative choice 3 times in 7 days)*
 Cheating *
 Stealing *
 Laptop violations *
 Physical/verbal intimidation *
 Fighting *
 Marking of body (Tattooing, body piercing, scratching/cutting self) *
 Destroying, defacing, or marring property *
 Runaway plans, talk, or actions *
 Sexual inappropriateness *
 Consumption and/or possession of substances *
 Blatant disrespect *

5 work hours not worked off or more miss Friday Night Activity
 4 work hours not worked off or more miss Saturday Night Activity
 3 work hours not worked off or more miss Sunday Afternoon Activity

Refusal of work hour = N/C Meal

All hours given will be completed on day given no later than next day.

Request Forms

A "Request Form" must be completed and signed by the Residential Supervisor before parents send any items to CCA. Items which are sent by parents without the approved form will be returned.

SAMPLE FORM:

REQUEST FORM

Student Name: _____ Date: _____

I am requesting the following: _____

Reason: _____

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

Approved: ___ Not Approved: ___ Date handled: _____ Staff: _____

Result: _____

Student Rights

Copper Canyon Academy will assure that all students are afforded the following basic rights as established by the Arizona Department of Health Services/Office of Behavioral Health Licensure:

1. To be treated with dignity, respect, and consideration;
2. Not to be discriminated against based on race, national origin, religion, gender, sexual orientation, age, disability, marital status, diagnosis, or source of payment;
3. To receive treatment that:
 - a. Supports and respects the student's individuality, choices, strengths, and abilities;
 - b. Supports the student's personal liberty and only restricts the student's personal liberty according to a court order, by the student's consent, or as permitted in A.A.C. Title 9; Chapter 20; and
 - c. Is provided in the least restrictive environment that meets the student's treatment needs;
4. Not to be prevented or impeded from exercising the student's civil rights unless the student has been adjudicated incompetent or a court of competent jurisdiction has found that the student is unable to exercise a specific right or category of rights;
5. To submit grievances to agency staff members and complaints to outside entities and other individuals without constraint or retaliation;
6. To have grievances considered in a fair, timely, and impartial manner;
7. To seek, speak to, and be assisted by legal counsel of the student's choice, at the student's expense;
8. To receive assistance from a family member, designated representative, or other individual in understanding, protecting, or exercising the student's rights;
9. If enrolled by the Department or a regional behavioral health authority as an individual who is seriously mentally ill, to receive assistance from human rights advocates provided by the Department or the Department's designee in understanding, protecting, or exercising the student's rights;
10. To have the student's information and records kept confidential and released only as permitted under R9-20-211(A)(3) and (B);
11. To privacy in treatment, including the right not to be fingerprinted, photographed, or recorded without consent, except:
 - a. For photographing for identification and administrative purposes, as provided by A.R.S. § 36-507(2);
 - b. For a student receiving treatment according to A.R.S. Title 36, Chapter 37; or
 - c. For video recordings used for security purposes that are maintained only on a temporary basis;
12. To review, upon written request, the student's own record during the agency's hours of operation or at a time agreed upon by the Clinical Director, except as described in R9-20-211(A)(6);
13. To review the following at CCA or at the Department:
 - a. A.A.C. Title 9; Chapter 20;
 - b. The report of the most recent inspection of the premises conducted by the Department;
 - c. A plan of correction in effect as required by the Department;
14. To be informed of all fees that the student is required to pay, and of the CCA refund policies and procedures before receiving a behavioral health service,
15. To consent to treatment, unless treatment is ordered by a court of competent jurisdiction, after receiving a verbal explanation of the student's condition and the proposed treatment, including the intended outcome, the nature of the proposed treatment, any procedures involved in the

- proposed treatment, any risks or side effects from the proposed treatment, and any alternatives to the proposed treatment;
16. To be offered or referred for the treatment specified in the student's treatment plan;
 17. To receive a referral to another agency if CCA is unable to provide a behavioral health service that the student requests or that is indicated in the student's treatment plan;
 18. To refuse treatment or withdraw consent to treatment unless such treatment is ordered by a court or is necessary to save the student's life or physical health;
 19. To be free from: Abuse; Neglect; Exploitation; Coercion; Manipulation; Retaliation for submitting a complaint to the Department or another entity; Discharge or transfer, or threat of discharge or transfer, for reasons unrelated to the student's treatment needs, except as established in a fee agreement signed by the student or the student's parent, guardian, custodian, or agent; Treatment that involves the denial of: Food, The opportunity to sleep, or The opportunity to use the toilet; and Restraint or seclusion, of any form, used as a means of coercion, discipline, convenience, or retaliation;
 20. To participate or, if applicable, to have the student's parent, guardian, custodian or agent participate in treatment decisions and in the development and periodic review and revision of the student's written treatment plan;
 21. To control the student's own finances except as provided by A.R.S. § 36-507(5);
 22. To participate or refuse to participate in religious activities;
 23. To refuse to perform labor for CCA, except for housekeeping activities and activities to maintain health and personal hygiene;
 24. To be compensated according to state and federal law for labor that primarily benefits CCA and is not part of the student's treatment plan;
 25. To participate or refuse to participate in research or experimental treatment;
 26. To consent in writing, refuse to consent, or withdraw written consent to participate in research or treatment that is not a professionally recognized treatment;
 27. To refuse to acknowledge gratitude to CCA through written statements, other media, or speaking engagements at public gatherings;
 28. *To receive behavioral health services in a smoke-free facility, although smoking may be permitted outside the facility; and*
 29. If receiving treatment in a residential agency or an inpatient treatment program:
 - a. If assigned to share a bedroom, to be assigned according to R9-20-405(F) and, if applicable, R9-20-404(A)(4)(a);
 - b. To associate with individuals of the student's choice, receive visitors, and make telephone calls during the hours established by the licensee and conspicuously posted in the facility, unless:
 - i. The medical director or clinical director determines and documents a specific treatment purpose that justifies waiving this right; and
 - ii. The student is informed of the reason why this right is being waived and the student's right to submit a grievance regarding this treatment decision;
 - c. To privacy in correspondence, communication, visitation, financial affairs, and personal hygiene, unless:
 - i. The medical director or clinical director determines and documents a specific treatment purpose that justifies waiving this right; and
 - ii. The student is informed of the reason why this right is being waived and the student's right to submit a grievance regarding this treatment decision;
 - d. To send and receive uncensored and unopened mail, unless restricted by court order;
 - e. To maintain, display, and use personal belongings, including clothing, unless restricted by court order or according to A.R.S. § 36-507(5) and as documented in the student record;

- f. To be provided storage space, capable of being locked, on the premises while the student receives treatment;
- g. To be provided meals to meet the student's nutritional needs, with consideration for student preferences;
- h. To be assisted in obtaining clean, seasonably appropriate clothing that is in good repair and selected and owned by the student;
- i. To be provided access to medical services, including family planning, to maintain the student's health, safety, or welfare;
- j. To have opportunities for social contact and daily social, recreational, or rehabilitative activities;
- k. To be informed of the requirements necessary for the student's discharge or transfer to a less restrictive physical environment; and
- l. To receive, at the time of discharge or transfer, recommendations for any treatment needed when the student is discharged.

Parent/Guardian Signature

Date

Student Signature

Date

Grievance Procedure

When a student receiving services at Copper Canyon Academy is dissatisfied with the care and services provided by the agency, a formal grievance may be made to CCA. The following policies and procedures will be explained to the student, parent, guardian or designated representative at the time of admission. Understanding of the grievance policies and procedures shall be verified by the dated signature of the student, parent, guardian or designated representative.

In the event a student believes they have been treated unfairly and the matter cannot be resolved verbally, the student will complete a Student Grievance Form. The grievance process may be used without penalty. Once the Staff Grievance Form has been completed the following procedure is initiated:

1. The form is given to the Director, who will present it to the Administrative Committee for resolution. If the grievance is against the Director then the grievance will be handed to the Assistant Administrator
2. A resolution by the Administrative Committee on the grievance will be completed within fifteen (15) days of filing.
3. In the event the student is not satisfied with the decision made by the agency, the student may at any time during the grievance process notify any of the following of their complaint:

Paul Taylor, Executive Director
Copper Canyon Academy

Ruth Moore, Healthy Living Division Compliance Officer
CRC Health Corporation
1777 Center Court Drive
Suite 300
Cerritos, CA 90703
Aspen Compliance Hotline
1-866-241-3701

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

Parent/Guardian Signature

Date

Student Grievance Form

Student Name: _____ Date: _____

I am filing a grievance against _____
because I feel I was treated unfairly or shown disrespect in the following manner.

[illegible]

Director's Report (how handled):

[illegible]

Student Signature

Date

Director's Signature _____ Date _____

Emergency Numbers

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

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

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

Child Protective Services
1717 West Jefferson
Phoenix, AZ 85007
(602) 530-1825

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

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

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

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

Student Allowance/Check Writing Procedures

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

Jane Smith
555-22-1111

1

January 1 19 97

Pay to the Order of Copper Canyon Academy-Store \$ 5.45

Five Dollars and 45/100----- Dollars

Copper Canyon Academy
PO Box 1325
Camp Verde, AZ 86322

Memo Store Items
Date Needed

Jane Smith

Not Negotiable

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

Student Manual Overview & Orientation

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

TOPIC	PAGE #	STUDENT INITIALS
Welcome Letter	2	
Mission Statement	3	
Description of Program	3	
CCA Goals	3	
Questions and Answers	4	
Rules of Conduct	5	
Table Manners Rules	6	
Hygiene Rules	7	
Policy for Products with Alcohol	8	
Dress Code	9-12	
Field Trip Ground Rules	13	
Laundry Rules	14	
Laundry Instructions	14	
Academics	15-17	
Transition	18-19	
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Schedule	21	
Privileges by Level	22	
Requirements for Advancement	23-54	
Visits by Level	55-56	
Inappropriate Items List	57	
Student Jobs	58	
Choices Sheet	59	
Request Forms	60	
Student Rights	61-63	
Grievance Procedure	64-65	
Emergency Numbers	66	
Student Checking	67	

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

Student Signature

Date

Residential Signature

Date