



A CHOICE FOR CHANGE

A PARADIGM FOR SUCCESS

A COMMITMENT TO EXCELLENCE

PARENT MANUAL

**13690 S. Burton Road – Spring Valley, AZ 86333
(928) 632-4602
www.springridgeacademy.com**

Dear Parents:

Welcome to Spring Ridge Academy. We realize how difficult the decision was to place your daughter with us, and we appreciate the trust expressed by that decision. Your choice was a strong, affirmative statement of love for your daughter. You have given her a tremendous opportunity. In the coming months, you will see her begin — tentatively at first, then with increasing certainty — to make new and better choices in her life. You will share with her the excitement of those choices not only starting to work, but being *hers*.

Her progress will be neither smooth nor constant. We expect that. Your partnership and support is extremely important to both us and your daughter. We want you to know what the process typically involves so you can place the letters, phone calls, and personal meetings you have with your daughter in proper perspective.

The materials that follow provide you with that orientation, and acquaint you with some of our policies and procedures.

You are very much a part of what will happen. We seek and encourage your involvement in every way possible, from maintaining regular contact with your daughter, to maintaining the appropriate visitation requirements, and to joining us for the periodic workshops that can help produce some of the most dramatic improvements.

You have been through a lot to get to this juncture, and we want to assure you that you've taken a step that really will make a difference — for you and for your daughter.

Warm regards,

Jeannie Courtney
President/CEO

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About Spring Ridge Academy

Philosophy

Spring Ridge Academy was created to address the issues of teenage women and their families through a multifaceted and integrated approach. A team approach in establishing an environment of change, success and excellence for our students is developed through open lines of communication, a mutual respect for all areas of the program, and the acknowledgement of the contribution of each and every employee. Program structure must remain consistent throughout each area and with each employee.

Purpose

Spring Ridge Academy is committed to change, success and excellence through creating an emotionally, physically, academically, socially, and spiritually nurturing environment that:

- confronts self-limiting beliefs, attitudes, and behaviors inhibiting life experiences
- establishes self-enhancing beliefs, attitudes and behaviors embracing life challenges
- nourishes the development of social, occupational, and life skills building a foundation for actualizing change by accepting individual choice
- provides an opportunity to establish a valuable sense of self, healthy boundaries, personal reality, wants and needs, and moderation
- provides the opportunity of families to establish communication, cooperation and an environment conducive to growth and transformation
- generates motivated, confident, accountable, and responsible leaders in, and assets to, their community.

Vision

Spring Ridge Academy consists of six integrated facets to meet the needs of young women ages 14-17: emotional, academic, physical, community, family and spiritual. The Academy provides:

- a series of dynamic workshops for students, parents, faculty, staff and community
- a therapeutic program which includes, but is not limited to individual, group, and family therapy
- a comprehensive academic curriculum focusing on mastery of basic and advanced skills
- a personalized academic program focusing on college prep
- a unique, multi-faceted humanities program integrating the arts to enhance an understanding of self, community, and history
- a complete physical conditioning program
- an extensive community integration curriculum centering on the development of social, occupational, and life skills

Belief Statements

1. We believe commitment to continuous improvement enables confident, self-directed, lifelong learners.
2. We believe self esteem is enhanced by positive relationships and mutual respect.
3. We believe a variety of instructional approaches support learning differences.
4. We believe cultural diversity increases understanding of different peoples and cultures.
5. We believe responsible choice creates proactive outcomes and innovative change.
6. We believe essential knowledge and skills are demonstrated by actively solving problems and producing quality work.
7. We believe a safe and physically comfortable environment promotes learning.
8. We believe appropriate decisions are made in a supportive and challenging learning environment.
9. We believe a learning organization promotes opportunities for all those who work together as a community of learners.
10. We believe in valuing each individual for their unique physical, social, emotional and intellectual contributions.
11. We believe the staff, students, parents, and extended community share the responsibility for advancing the school's mission.
12. We believe exceptional students require special services and resources.
13. We believe respect and trust operate as fundamental elements of learning environments.
14. We believe everyone can learn.
15. We believe challenging expectations increase individual performance.
16. We believe learning is the chief priority for the school.
17. We believe accountability creates proactive learning and choice.
18. We believe that which is not acted upon is not learned.
19. We believe the risk necessary for change is imperative for growth.
20. We believe there are no accidents.
21. We believe the purpose of education is to unsettle the mind.
22. We believe in the honor and integrity of each individual.

Spring Ridge Academy Staff**Phone: (928) 632-4602****Fax: (928) 632-7661****Emergency Phone: (928) 925-4989**

CEO/President	Jeannie Courtney	x100
Admissions Director	Mary Hickey	x103
Asst Admissions Director	Susan Coatney	x116
Parent Liaison	Suzie Courtney	(928) 925-5965
Community Director	Brandon Courtney	x114
Asst. Community Director	Susan Dougherty	x110
Community Life Directors	CLD Office	x115
	Kate Deily	x307
	Jana Hill	x314
	Whitney McGovern	x301
	Kara Nealon	x115
Community	Staff Office	x108
Day Shift Asst. Supervisor	Jean Baker	x317
Night Shift Supervisor	Cheryl Everett	x302
Clinical Director	Gary Hees	x102
Therapists	Todd Call	x107
	Melissa Cacialli	x124
	Nancy Kelly	x111
	Kim Campbell	x117
	Janet Rinker	x129
Medical Office Supervisor	Tami Woodward	x119
Medical Office Asst.	Ceci Hammond	x112
Academic Director	Joe Gubbins	x104
Teachers	Diannah Frisby	x312
	Ilene Harrison	x318
	Rich Harrison	x311
	Heidi Reaves	x310
	Gretchen Russ	x316
	Erin Smith	x309
	Carol Sowards	x320
	Ken Stubbe	x306
	Cynthia Welsh	x308
	Justin Zych	x305
Cafeteria/Kitchen	Donna Bell	x109
Accounting	Jan Leonard	x106
Office Manager	Kathy Alexander	x113
Travel Coordinator & Asst. Office Manager	Marshall Everett	x0

Who To Call When You Have Questions

Parent Liaison: The Parent Liaison – Suzie Courtney, can assist you with a wide range of questions and support. (928) 925-5965.

Academics: Any questions about Academics including class schedules, grades, SAT classes, etc. should be directed to our Academic Director ext. 104.

Admissions: Any questions about the Admissions should be directed to our Admissions Director ext. 103.

Community: Any questions concerning the daily activities, sending gifts, what your daughter can or cannot have, etc. should be directed to our Community Director ext 114.

Therapy: Any questions about or concerning the therapy program should be directed to our Clinical Director Ext 102.

Billing Information: All questions concerning the items that appear on your invoice or the status of the Student Expense Fund should be directed to Accounting ext 106.

Medical: All questions concerning medical or dental needs for your daughter should be directed to our Nurse ext 119.

Special Diet Needs: Please direct all requirements to the SRA Nurse ext. 119

Visits (at SRA and at home): All visits must be authorized by **your daughter's therapist**. The travel information and coordination must be directed to the **Travel Coordinator x0**.

What Should You Expect?

Based on our experience, your daughter will go through a fairly predictable sequence of events. It is very important that you know what to expect, because it will enable you to respond in a way that is appropriate, supportive, and productive.

At each step, you may hear certain types of comments, complaints, manipulations, and negotiations are common, most with the same theme — “Get me out of here.” Please understand that these manipulations, negotiations, and complaints are a normal and even useful part of the process. You may hear them in letters, phone calls, and personal visits. Don’t be concerned if you don’t hear them.

Please understand that your daughter’s comments—even the negative ones—are a part of a positive process. She is at Spring Ridge Academy because she has *not* confronted certain things about herself. It’s easier that way, and she will continue avoiding the hard work of change for as long as she can. She *needs* to play out all the easy options before the real work can begin. We expect that, and want you to expect it as well. We know that some of these things can be very distressing to hear, and that they come at a time when you are very vulnerable emotionally. Know that such expressions often provide us an important point of access for dealing with significant underlying issues such as honesty, integrity, manipulation, anger, etc. Parents often ask us how they should respond. Here are our recommendations:

- Be understanding, understated, firm, and clear with your daughter about the fact that she *is* going to stay the course.
- Be consistent about telling her that you love her, that you know the process is really difficult, and that the difficulty will eventually lead her to success and happiness.
- Do not negotiate, placate, or promise.
- Do not acknowledge concern about any of the horrendous circumstances and events she will undoubtedly describe (if you really do have a concern, of course please call us, but do not suggest to your daughter that you share her concern).
- Do acknowledge that you understand why your daughter feels as she does now, and express certainty she will feel very different — and very proud — when she has completed the process—reminding her that she is going to complete the process.

If we were to assign you a parent job, it would be to always keep your daughter focused on the process of change and where she’s going with it. Don’t let her divert your attention or hers from the task at hand — making a choice for change. Manipulation, at which she may have become quite expert, is about getting you not to focus on the things to which she’d rather not pay attention. She’d much rather engage you in dialogue about how bad we are than how badly she needs to make changes in her life. Constantly remind her of where she needs to go, and respond briefly or not at all to her manipulations and complaints.

Depending on a number of factors, it can take a several months for a student to progress through each of these steps. That is why we generally recommend that parents see Spring Ridge Academy as a minimum 15-month commitment. Though the time period varies considerably from student to student, the *sequence* of steps is remarkably similar and generally entails some, but not necessarily all, of the following. If your daughter attended wilderness prior to coming to SRA, she will adjust more readily and may not experience some or any of the following.

Denial

When a student first arrives at Spring Ridge Academy, the initial reaction is generally anger and outright denial. Robbed of the certainty of her familiar environment, your daughter is unsure of herself and insecure. She doesn't know what to expect, and would much rather have her old milieu back. Statements may include

"I don't need to be here."
"I can't believe my own parents would do this to me."
"I hate you."
"I hate everyone here."
"You're wasting your money."
"I was doing just fine before."
"This isn't helping me at all."

Dichotomy

During the dichotomy phase, a student begins to tentatively test and accept some aspects of the Spring Ridge program but continues denying their usefulness (or even their existence) to parents. This leads to the dichotomy—your daughter shows good progress in her academic work, better behavior choices, improved cooperation and steady advancement, but communication to her parents includes comments that mix guilt, manipulation, and self-pity. These statements may include:

"Nobody here pays any attention to what I'm doing."
"The food here is really terrible, and they don't feed us enough."
"The staff is just manipulating you so you'll keep me here and pay them."
"Everyone here is really bad and I'm learning to be a delinquent."
"You've got to get me out of here before I go crazy."
"If you let me come home I promise I'll be good."
"I'd do better at home working with a really good therapist."

Acceptance

Having tried all the possible manipulations and negotiations to no avail, your daughter eventually decides she really is at Spring Ridge Academy to stay, and to change. This is the end of the downward spiral and the beginning of the building up process. Throughout the acceptance phase, comments will vary between good and bad, positive and negative, with an occasional final testing of the exit possibilities. You may hear

"I guess it's not so bad here."
"Some of the teachers are OK."
"I've learned a lot and could do fine if you'd let me come home."

Internalization

Now a student progresses from behaving properly because she is being closely watched and constantly confronted, to behaving properly based on her own internal compass. She's beginning to make her own choices, and those choices are increasingly working for her. You will recognize this phase by the preponderance of positive comments -- about herself, her accomplishments, and her triumphs academically, socially, athletically, and in many other ways. Depending on her age, you may also start to hear more interest in assuming an adult role in the world. Some of the things you will hear are

"My grades in Math have really improved."
"I'm on a Student Government committee."
"I'm beginning to think about college."
"I have made some really great friends here."

The First Two Months

Within the first few weeks after your daughter has arrived, you will hear from the following members of our staff:

Therapist

Parent Liaison

Academic Director

Community Life Director

Therapist Calls

You will be contacted by a therapist within seven days of your daughter's enrollment. There will be a scheduled telephone conference of approximately 30 minutes between you and her therapist. A specific time will be scheduled for you to phone in for this appointment. You should feel free to contact the therapist at other times if you have a question or concern.

Phone Policy

Parents are invited to call our Community Life Directors between the hours of 12:30 – 4:00 PM, Monday thru Friday for an update or just to hear a few comforting words about how your daughter is doing in the SRA community.

Telephone calls with the parents/guardians are scheduled with the therapist and begin after the student has been in the program 4 weeks. It is one of our goals to help students learn how to interact with their parents on a different basis other than through demands, manipulations, guilt trips, and self-centeredness. Students can express strong feelings and conflicting viewpoints without demeaning or badgering parents. It is also expected that a portion of each phone call is used for the student to discuss what they are learning, and what issues they are dealing with in therapy.

Additionally, phase I students after 2 weeks will have a 10 minute weekly phone calls with their parents and a CLD. Phase II students will have one 20 minute phone call with parents that is scheduled by a CLD. The purpose of these calls is to increase regular communication and information.

Phone calls are permitted on certain holidays. Phase III & IV students may have a 5 minute phone call when returning from a visit to inform their parents they have returned to campus.

When students move up in phase, they may have a five minute phone call with parents to inform of move up.

PHASE III & IV PHONE CALLS

When a student advances to Phase III, they are responsible to inform a CLD to delete them from the weekday call list. Phase III students may receive one 20 minute phone call on a weekday and one 20 minute phone call on the weekend from her parents during their free time. Phase IV students may receive two telephone calls per week (one weekday and one weekend) for 40 minutes from their parents during their free time and one 40 minute phone call from a friend once a week. Phase four students that are issued a cell phone can have up to one hour twice a week to talk to parents and one hour per week to talk to an approved friend during their free time. In the event the parents are divorced or separated, the student is allowed two calls per week from each parent. A schedule is established to ensure the phone is available to each student. It is helpful to schedule a regular call day and time with parents. Phase IV students may receive calls from graduates. Phase IV students on visits may speak with other Phase IV students when they call in to the dorm.

If a phone call is missed by parents it is the parent's responsibility to call back on the same extension and try to reach their daughter to reschedule for the following week. If the girl schedules a call during a time that they did not think ahead of time for and are unable to take the phone call it is their responsibility to have another student wait for the call and reschedule for the girl who missed it. If that cannot happen the parents should continue trying the extension during dinner times until the call can be rescheduled or done during a therapy phone call. Phone calls are to be scheduled for the

next week during the current weeks call (if not set up as a regular call day and time). All calls are to be logged on the schedule sheet. Any late or missed calls will be forfeited.

SPECIAL DAY EXCEPTIONS

These phone calls are an opportunity to exchange family communication and information and not to address therapeutic issues.

- Thanksgiving, Hanukkah, Passover, Rosh Hashanah, Yom Kippur, Easter and Christmas: Students on campus during these holidays are allowed to receive a telephone call from their parents. For Phase I, I & II students, calls will be supervised. The telephone call will be scheduled at a specific time on Thanksgiving Day, during Hanukkah and on Passover, Easter and Christmas Day. These calls are 10 minutes in duration.
- Mother's Day and Father's Day and Student's Birthday: Students placing telephone calls will pay a minimal fee using their checking account to cover the cost of the call. Phase I & II students will have their telephone call monitored by a staff member.

Mail Policy

In order for a student to focus on themselves and their family, we limit correspondence to parents, siblings and grandparents during Phase I.

Being able to correspond is important to your daughter's progress at Spring Ridge Academy. For that reason, we encourage regular letter writing. Through her letters your daughter will learn a variety of important social skills, increase her communication skills, and maintain her relationship with you. If your daughter is *not* corresponding with you regularly, or if there is any noticeable change in her frequency of letter writing, please bring this to the attention of her therapist. Please do *not* give the Spring Ridge Academy address out to anyone.

Please familiarize yourself with the following Phase specific requirements. We ask you *not* to permit correspondence outside of these restrictions.

1. Phase I students may write and receive letters only through their parents. All mail to anyone other than a parent will be left unsealed by the student. Letters may be written to grandparents and siblings, but will be unsealed and enclosed in an envelope that is addressed to the parents. Any exceptions must be approved by the therapist.
2. Phase II students may write directly to siblings, grandparents, aunts, uncles and cousins. These will all be added to your daughter's mailing list that is approved by you and the therapist.
3. Phase III may write to extended family with parent and therapist approval.
4. Phase IV may write working friends based upon an approved list from parents and may communicate with graduates with parental and therapist approval.

We do not allow mail (letters) to be faxed. If a therapist deems it necessary, s/he will approve a fax and be responsible for sending and/or receiving the fax.

Visits

The single most important criterion for approving any visit is its contribution to your daughter's progress. Home visits, for example, will not be approved if there remain problems of association with old friends, continued drug-seeking behavior, or un-reconciled differences in the home. We have established basic guidelines for each Phase which are clearly defined in the Visit Guidelines. We ask that you review the guidelines carefully.

Personal Effects

Spring Ridge Academy students have a uniform, which solves most of the clothing-related questions that might otherwise arise. Expensive belongings are not allowed and we screen all incoming clothing and

jewelry for appropriateness. Check with a Community Supervisor before sending any personal items to your daughter. Spring Ridge Academy will notify you when additional clothing or items are needed.

Money

The monthly SRA Student Fund statement includes funds, which go into your daughter's "checking" account. From this fund she purchases toiletry items, pays for certain trip and entertainment expenses, and school supplies and covers other personal expenses. She draws from this account by way of a special SRA check, and is responsible for balancing her checkbook each month.

Emergencies

In the event of a family emergency, you can always reach us by calling the main school number (928-632-4602). After business hours (8:00 am to 5:00pm MST), dial extension 108 for the dormitory. The staff may not be available to answer the phone immediately, but will return messages left on voicemail promptly. If your emergency is immediate, please call the emergency cell phone number (928) 925-4989.

Run Policy

Due to the nature of our population, we cannot guarantee that a girl will not run from Spring Ridge Academy. Our policy is to immediately notify the Yavapai County Sheriff's Department or other law enforcement depending on the location of the run. If a girl runs from the Spring Ridge Academy campus, we initially post staff at a variety of locations and notify the community and businesses in our area. If your daughter should run, you will immediately be notified by your therapist or another member of our staff in his/her absence.

Policy for Transport To/From Phoenix Sky Harbor Airport

Our policy is to arrange for transportation for our Phase III and Phase IV students to/from the Phoenix Sky Harbor Airport with a local shuttle service that will pick them up / deliver them to Spring Ridge Academy. The shuttle service delivers them to the terminal for their flights out. The student is provided an 800 number to contact the shuttle service immediately after getting off the plane. The shuttle service then advises them where and when to meet the shuttle at their terminal.

If a student has not traveled through the Phoenix Airport, she will be provided with a packet of information. The packet will include a map of the terminal, an introduction to the volunteer greeters that are at every escalator to assist passengers, and instructions which include what to do if a flight is delayed or canceled, our phone number and instructions regarding the shuttle. Our travel coordinator will meet with the student and review the map and instructions. Spring Ridge Academy does not provide a personal escort to/from the airport and/or gates. If a parent notifies us of a concern their daughter may run upon arrival at the airport after a home visit, an escort service should be arranged by the parent for the student's safe return to the school.

Policy for Sending Medications Home With A Student

When a student leaves campus for a home visit, our policy is to give the student a supply of her medication for the days she is away from campus to bring home with her (i.e. if she is gone 5 days, she is given 5 days medication). If you have any reservations about your daughter having her medication and would prefer we send the medication directly to you, please advise the nurse (x112).

Policy for "Special" Transportation

Occasionally a student will need to be transported for an atypical reason; for example, SSAT or ACT testing, medical/dental appointments. When this need occurs, a fee will be charged to cover our expenses.

FORMAL COMPLAINT POLICY (Updated 07/28/04)

PHILOSOPHY - To insure that all students receive fair and equitable treatment within the policies and procedures of Spring Ridge Academy. The formal complaint procedure will be explained to the student and parent within 72 hours of admission.

POLICY - If a student feels that they have been treated unfairly or shown disrespect by a staff member, they may file a formal complaint by filling out a formal complaint form, or writing on any paper available to them, and turning it into the Community Director or Assistant Community Director. All formal complaints will be initially reviewed by the Community Director or Assistant Community Director who will answer the formal complaint within 72 hours.

If the formal complaint response is not satisfactory to the student the next level of appeal will be the Clinical Director, who will respond to the student within 72 hours of receiving the formal complaint.

If the formal complaint response is not satisfactory at this level to the student, the next level of appeal will be the CEO (Jeannie Courtney) who will convene a Program Team meeting to review the Formal Complaint and respond within 72 hours of receiving the complaint. If the response is still not satisfactory, the student may appeal the Arizona Department of Health Services.

POLICY AGAINST DISCRIMINATION - Spring Ridge Academy prohibits discriminating in any way against a student by whom, or on whose behalf, a complaint has been submitted or who has participated in a complaint investigation process whether investigated internally, by the Arizona Department of Health Services or by any other legal entity.

Spring Ridge Academy will not discharge or discriminate against any personnel who assists in the investigation of such a complaint whether investigated internally, by the Department of Health Services or by any other legal entity.

LEVELS OF APPEAL:

Community Director/Assistant Community Director
Clinical Director
CEO
OBHS

All decisions of the hearings will be final unless appealed to the next level of authority.

STATE OF ARIZONA AGENCIES

ADULT PROTECTIVE SERVICES – (877) 767-2385

CHILD PROTECTIVE SERVICES – (928) 445-1860

1509-A West Gurley Street

Prescott, Arizona 86305

Or

8128 East Highway 69

Prescott Valley, Arizona 86314 – (928) 759-0316

COMMUNITY CARE:

Open Inn Comm Outreach –(928) 776-0425

1718 Willow Creek Road Avenue

Prescott, AZ 86301

Turning Point Youth Crisis Shelter And Hotline - (928) 778-7900

OFFICE OF BEHAVIORAL HEALTH LICENSING – (602) 364-2595

150 North 18th Avenue

Suite 410

Phoenix, Arizona 85007

BEHAVIORAL HEALTH SERVICES – (602) 364-2595

150 North 18th Avenue

Phoenix, Arizona 85007

OFFICE OF HUMAN RIGHTS ADVOCATES – (602) 364-4585

150 North 18th Avenue

Suite 210

Phoenix, Arizona 85007

STATEMENT OF CLIENT RIGHTS (Rev. 11/01/2004)

All clients shall be afforded the following basic rights:

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 client's individuality, choices, strengths, and abilities;
 - b. Supports the client's personal liberty and only restricts the client's personal liberty according to a court order; by the client's general consent; or as permitted in this Chapter; and
 - c. Is provided in the least restrictive environment that meets the client's treatment needs;
4. Not to be prevented or impeded from exercising the client's civil rights unless the client has been adjudicated incompetent or a court of competent jurisdiction has found that the client 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 by a licensee in a fair, timely, and impartial manner;
7. To seek, speak to, and be assisted by legal counsel of the client's choice, at the client's expense;
8. To receive assistance from a family member, designated representative, or other individual in understanding, protecting, or exercising the client'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 client's rights;
10. To have the client'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 general consent, except:
 - a. For photographing for identification and administrative purposes, as provided by A.R.S. § 36-507(2);
 - b. For a client receiving treatment according to A.R.S. Title 36, Chapter 37;
 - c. For video recordings used for security purposes that are maintained only on a temporary basis; or
 - d. As provided in R9-20-602(A)(5);
12. To review, upon written request, the client'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 the agency or at the Department:
 - a. This Chapter;
 - 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;
 - d. If the licensee has submitted a report of inspection by a nationally recognized accreditation agency in lieu of having an inspection conducted by the Department, the most recent report of inspection conducted by the nationally recognized accreditation agency; and
 - e. If the licensee has submitted a report of inspection by a nationally recognized accreditation agency in lieu of having an inspection conducted by the Department, a plan of correction in effect as required by the nationally recognized accreditation agency;
14. To be informed of all fees that the client is required to pay and of the agency's refund policies and procedures before receiving a behavioral health service, except for a behavioral health service provided to a client experiencing a crisis situation;
15. To receive a verbal explanation of the client's condition and a proposed treatment, including the intended outcome, the nature of the proposed treatment, procedures involved in the proposed treatment, risks or side effects from the proposed treatment, and alternatives to the proposed treatment;
16. To be offered or referred for the treatment specified in the client's treatment plan;
17. To receive a referral to another agency if the agency is unable to provide a behavioral health service that the client requests or that is indicated in the client's treatment plan;
18. To give general consent and, if applicable, informed consent to treatment, refuse treatment or withdraw general or informed consent to treatment, unless the treatment is ordered by a court according to A.R.S. Title 36, Chapter 5, is necessary to save the client's life or physical health, or is provided according to A.R.S. § 36-512;
19. To be free from:
 - a. Abuse;
 - b. Neglect;

- c. Exploitation;
- d. Coercion;
- e. Manipulation;
- f. Retaliation for submitting a complaint to the Department or another entity;
- g. Discharge or transfer, or threat of discharge or transfer, for reasons unrelated to the client's treatment needs, except as established in a fee agreement signed by the client or the client's parent, guardian, custodian, or agent;
- h. Treatment that involves the denial of:
 - i. Food,
 - ii. The opportunity to sleep, or
 - iii. The opportunity to use the toilet; and
 - i. 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 client's parent, guardian, custodian or agent participate in treatment decisions and in the development and periodic review and revision of the client's written treatment plan;
- 21. To control the client'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 an agency, 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 the agency and that is not part of the client's treatment plan;
- 25. To participate or refuse to participate in research or experimental treatment;
- 26. To give informed consent in writing, refuse to give informed consent, or withdraw informed consent to participate in research or in treatment that is not a professionally recognized treatment;
- 27. To refuse to acknowledge gratitude to the agency 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, an inpatient treatment program, a Level 4 transitional agency, or a domestic violence shelter:
 - 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 client'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 restricting this right;
 - ii. The client is informed of the reason why this right is being restricted; and
 - iii. The client is informed of the client's right to file a grievance and the procedure for filing a grievance;
 - 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 restricting this right;
 - ii. The client is informed of the reason why this right is being restricted; and
 - iii. The client is informed of the client's right to file a grievance and the procedure for filing a grievance;
 - d. To send and receive uncensored and unopened mail, unless restricted by court order or unless:
 - i. The medical director or clinical director determines and documents a specific treatment purpose that justifies restricting this right;
 - ii. The client is informed of the reason why this right is being restricted; and
 - iii. The client is informed of the client's right to file a grievance and the procedure for filing a grievance;
 - 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 client record;
 - f. To be provided storage space, capable of being locked, on the premises while the client receives treatment;
 - g. To be provided meals to meet the client's nutritional needs, with consideration for client preferences;
 - h. To be assisted in obtaining clean, seasonably appropriate clothing that is in good repair and selected and owned by the client;
 - i. To be provided access to medical services, including family planning, to maintain the client'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 client's discharge or transfer to a less restrictive physical environment; and
 - l. To receive, at the time of discharge or transfer, recommendations for treatment after the client is discharged.

PHASES:

Spring Ridge Academy has four Phases in which your daughter must integrate a series of skills and choices progressively through the program:

A PHASE I Student:Emotional

- Identify & label feelings
- Express feelings in a proactive manner
- Recognize impulses and begin to stop process
- Use "I" messages
- Self disclosure
- Understand the process of resistance & denial
- Participate in group
- Understand feedback
- Give feedback to others
- Keep emotional journal
- Identify personal issues
- Read Phase I books
- Work through emotions about being at SRA

Academic

- Be on time for all classes
- Follow classroom rules of conduct & order as specified by the instructor
- Complete units, assignments & outcomes of each course
- Complete work on time
- Begin to ask relevant questions
- Begin to understand individual learning style
- Complete three book reports
- Work toward a B average
- Begin to identify self-limiting beliefs, attitudes and behaviors regarding academics
- Assess study skills

Family

- Initiate communication with family through therapy calls and letter writing
- Develop letter writing skills & write parent(s) at least once a week
- Begin to identify family issues in relationship to self
- Begin to understand & accept parents decision to place student at SRA

Physical

- Participate in stretching & physical education
- Review physical anatomy
- Become aware of appropriate body movement & posture
- Develop personal hygiene & grooming rituals: body, hair, teeth
- Experience different foods as prepared & served
- Become acquainted w/healthful eating habits

Community

- Exhibit respectful actions toward self
- Exhibit respectful actions toward peers
- Exhibit respectful actions toward facility including personal space
- Exhibit respectful actions toward staff
- Exhibit the following skills: Hand shake, eye contact, introductions, make bed, clean bathroom, vacuum, set table, serve meal, table manners
- Learn to write checks & balance account
- Begin to develop working relationships with others
- Follows rules

- Completes job assignments on time
- Is courteous to others

A PHASE II STUDENT:

Emotional

- Own feelings & behaviors
- Express feelings in a proactive manner
- Recognize impulses & begin to stop process
- Assess the intensity of feelings
- Practice accountability
- Honest self-disclosure
- Continue processing resistance & denial
- Openly participate in group
- Understand feedback
- Give constructive feedback to others
- Keep emotional journal
- Identify personal issues
- Work through emotions about being at SRA
- Identify self-limiting beliefs, attitudes and behaviors
- Begin to understand “choice” and responsibility
- Recognize patterns that work and do not work
- Create & perform skit about self
- Build trust with self & others
- Exhibit self-motivation
- Complete Challenge & often Action Trainings
- Read Phase II books & do reports (cover sheets)
- Accept being at SRA
- Begin to understand delayed gratification

Academics

- Be on time for all classes
- Follow classroom rules of conduct & order as specified by instructor
- Complete units, assignments & outcomes of each course
- Complete work on time
- Contribute to group discussion
- Begin to share ideas & continue to ask relevant questions
- Begin to identify and develop strategies to accommodate learning differences
- Complete four book reports
- Demonstrate optimal effort toward a B average
- Begin to understand the importance & impact of education
- Identify & discuss (with Education Administrator) self-limiting beliefs, attitudes & behaviors regarding academics
- Begin utilizing study skills

Physical

- Participate in stretching & physical education
- Understand feminine body physiology
- Be aware of appropriate body movement & posture
- Develop personal hygiene & grooming rituals: body, hair, teeth
- Experience different foods as prepared & served
- Become acquainted w/healthful eating habits
- Understand basic nutrition
- Give 5 minute presentation on health-related topic

Community

- Exhibit respectful actions toward self

- Exhibit respectful actions towards peers
- Exhibit respectful actions toward facility including personal space
- Exhibit respectful actions towards staff
- Follow & enforce rules
- Complete job assignments on time
- Be courteous to others
- Exhibit the following skills: Hand shake, eye contact, introductions, make bed, clean bathroom, vacuum, set table, serve meal, table manners
- Learn to write checks and balance account
- Develop working relationships with others
- Write & send at least three thank-you notes
- Learn phone etiquette
- Teach others community duties: Washing, cleaning, vacuum, table setting, serving
- Expand circle of friends
- Participate in service
- Serve as room leader and table leader

Family

- Communication with family through therapy calls, letter writing, trainings & visits
- Write parents at least once a week
- Identify family issues in relationship to self
- Understand parent's decision to place student at SRA
- Establish therapeutic goals for each vicinity visit

A PHASE III STUDENT:

Emotional

- Express feelings in a proactive manner
- Recognizes impulses & begin to make new choices
- Begin to demonstrate emotional moderation
- Demonstrate emotional and behavioral accountability
- Willingly self-discloses with complete honesty
- Continue processing resistance & denial
- Productively participate in group
- Utilize feedback
- Give constructive feedback to others
- Keep emotional journal
- Understand issues impact on choice
- Identify self-enhancing beliefs, attitudes & behaviors & begin to incorporate into daily living
- Comprehend patterns that work & do not work & begin to make new choices
- Accept being at SRA
- Experience reduction in fear, doubt, stress, pain, sadness
- Staff a training
- Complete all trainings through Action and often Results
- Build & enhance trust with self & others
- Expand self-motivation
- Complete LEAP, Part I
- Beginning to delay gratification
- Use proactive & productive self talk
- Read Phase III books

Physical

- Participate in stretching & physical education

- Demonstrate respect for ones own femininity & sexuality
- Be aware of appropriate body movement & posture
- Use personal hygiene & grooming rituals: body, hair, teeth
- Experience different foods as prepared & served
- Understand healthy nutrition
- Include in journal beliefs, attitudes, behaviors about body & discuss with therapist

Community

- Exhibit respectful actions toward self
- Exhibit respectful actions toward peers
- Exhibit respectful actions toward facility including personal space
- Exhibit respectful actions toward staff
- Follow & enforce rules
- Complete job assignments on time
- Be courteous to others
- Exhibit the following skills: Hand shake, eye contact, introductions, make bed, clean bathroom, vacuum, set table, serve meal, table manners
- Maintain a balanced checking account
- Maintains working relationships with others
- Write & send at least three thank you notes
- Utilize phone etiquette
- Teach others community duties: Washing, cleaning, vacuum, table setting, serving
- Expand circle of friends
- Host a guest speaker
- Serve as a peer leader – Big Sister
- Participate in service
- Serve as a room mentor
- Be willing to take risks in new situations
- Follow guidelines & rules of off campus activities

Academics

- Be on time for all classes
- Follow classroom rules of conduct & order as specified by the instructor
- Complete units, assignments & outcomes of each course
- Hold others accountable for classroom rules of conduct and order
- Complete work on time
- Begin to demonstrate the use of critical thinking
- Contribute to group discussions
- Begin to demonstrate ability to synthesize learned material
- Utilize strategies to accommodate learning styles
- Write four book reports
- Maintain a B average
- Write a report on the importance & impact of education
- Utilize study skills
- Follow guidelines & rules of off campus activities

Family

- Demonstrate accountable communication with family through therapy calls, letter writing, training & visits
- Write parents at least once a week
- Identify & discuss issues with parents
- Establish therapeutic goals for all visits

A PHASE IV STUDENT:

Emotional

- Express feelings in a proactive manner
- Recognizes impulses & makes new choices
- Demonstrate emotional moderation
- Be accountable
- Willingly self-discloses with complete honesty
- Continue processing resistance & denial
- Lead a group
- Open to receive feedback & incorporate change process
- Give constructive feedback to others
- Making new choices
- Keep an emotional journal
- Utilize self-enhancing beliefs, attitudes & behaviors to govern behavior
- Incorporate choice, accountability & responsibility into daily life
- Uses delayed gratification as a working choice
- Uses proactive & productive self-talk
- Experience reduction in fear, doubt, stress, pain, sadness
- Enhance trust with self & others
- Staff a training
- Work through emotions about leaving SRA
- Read Phase IV books and do reports
- Complete LEAP with therapist
- Self-motivated
- Complete all trainings
- Keep an inspiration book

Community

- Leads in respectful actions toward self
- Leads in respectful actions toward peers
- Leads in respectful actions toward facility including personal space
- Leads in respectful actions toward staff
- Follow & enforces rules
- Complete job assignments on time
- Leads in being courteous to others
- Exhibit the following skills: Hand shake, eye contact, introductions, make bed, clean bathroom, vacuum, set table, serve meal, table manners
- Maintain a balanced checking account
- Maintain working relationships with others
- Write & send at least three thank you notes
- Utilize phone etiquette
- Teach others community duties: Washing, cleaning, vacuum, table setting, serving
- Expand circle of friends
- Participate in service
- Serve as a peer leader – Big Sister
- Participate in typical adolescent activities without adult supervision
- Participate in activities with working friends at home
- Be willing to take risks in new situations
- Follow guidelines & rules of off campus activities
- Serve on community board

Academics

- Be on time for all classes
- Follow classroom rules of conduct & order
- Complete units, assignments & outcomes of each course
- Hold others accountable for classroom rules & conduct of order
- Complete work on time
- Lead in group discussions
- Continue to utilize strategies to accommodate learning styles
- Write four book reports
- Maintain a B average
- Understand the importance & impact of education
- Utilize study skills
- Complete a plan for future academics (discuss with Academic staff member)
- Able to think critically & synthesize material learned

Physical

- Participate in stretching & physical education
- Maintain awareness of good posture
- Maintain personal hygiene & grooming rituals: body, hair, teeth
- Experience different foods as prepared & served
- Understand nutrition
- Journal about beliefs, attitudes, behaviors about body
- Have a working model of healthy sexual boundaries & discuss with therapist

Family

- Write parents at least once a week
- Identify & discuss issues with parents
- Continue accountable communication with family through therapy calls, home visits, letters, and trainings
- Complete Family I & II

PHASE REQUIREMENTS

PHASE BOOKS

Each Phase is required to read specific books. (See Phase rules for books)

BOOK REPORTS

All Phases are required to complete book reports as a Phase move up requirement. The book reports are turned into your academic advisor. These book reports can be ones you have used for other classes. The book reports may be on any book, not just the Phase books. Phase I is required to complete 3 book reports. All other Phases are required to write 4 book reports.

BIG SISTERS

As part of the leadership program, students on Phases III and IV act as a “big sister” to new students. The responsibilities of a big sister include assisting the new student in understanding the program, meeting other students and familiarizing the new student with the structure and daily schedule. This relationship also serves as a foundation of support, honesty and trust for new students. Big sisters provide an in depth understanding of all aspects of the program from how to keep your check book and write checks to cafeteria guidelines. Being a big sister is an enormous privilege and responsibility.

As a big sister you have an opportunity to mentor, teach, and support a new student at SRA. It is your job to orient students to all aspects of SRA. In the forms section of this manual is a list of activities that need to be

completed within the first 2 weeks of admission. Put the date of completion of each activity and have both the big and little sister initial. The big sister is responsible for checking their little sisters understanding of SRA's guidelines and procedures, assignments and manners tests prior to turning them into the Community Life Director. If you have any questions, please ask the Community Life Director for assistance.

PHASE MOVE-UP PROCESS

Students will be discussed in treatment team periodically. When all present feel that the student is meeting phase requirements and guidelines they will be placed on a list of girls for all areas of community, therapy and academics to pay close attention to the girl and the following week will make a decision. If all are in agreement the student will move up if the decision is made to not move up the girl will remain on the discussion list.

1. Students are encouraged to ask for feedback about where individuals see them, as far as meeting phase requirements or not, at any time and very regularly.
2. The student will make sure all of their requirements are finished before they move up. The requirements include; book reports, personal fitness plan, volunteer/service hours, successful grades, no work hours, no Loss Of Activities (LOA's), Phase books have been read, Phase specific requirements have been met, all items on the Phase Sheet, payment of fines, and a balanced check book.

PHASE MEETINGS

Phase meetings provide an opportunity for students on the same level to explore issues specific to that phase of the program. Topics include:

Phase I: Orientation and Challenge

In Phase I meetings students will begin to work through emotions and acceptance issues associated with being at SRA. The meeting will focus on understanding the philosophy of the program including; accountability, responsibility, respect, feedback, confronting self-limiting beliefs, emotions and behaviors.

Phase II: Change and Action

Phase II will emphasize the process of change and taking action. Students will explore teamwork, leadership, trust, taking risks and honoring their voice in the community. Students will begin to understand boundaries and owning their own reality, as well as, the relationship between keeping agreements and building trust with themselves, the community and their parents.

Phase III: Results and Success

On Phase III students begin to internalize many of the changes they have made while at SRA. Phase III meetings focus on taking a leadership role in the community, service, looking at results, being complete and building on success. Through this process students continue to become more accountable and consistent as they increase their self awareness, confidence and resiliency.

Phase IV: Commitment to Excellence

During Phase IV students solidify many of the changes and successes they have created while at SRA. Phase IV meetings provide an opportunity for students to look at their progress while addressing fears they have concerning leaving SRA, as well as, the reemergence of old patterns of behavior. In Phase IV meetings students support one another in creating plans for the next phase of their lives while maintaining their relationships and responsibilities at SRA. Phase IV meetings also emphasize the importance of commitment, balance and excellence in maintaining honor and integrity.

CASELOAD GROUPS

Caseload groups are comprised of approximately 6 to 12 students who all have the same primary therapist. In caseload group students work with their therapist in a group setting with other peers in order to further explore feelings, behaviors and specific issues. Through these groups students gain comfort and confidence as they witness other students working with issues similar to their own. Students also learn the importance of support and utilizing resources as they face difficult issues.

COMMUNITY MEETINGS

Feedback groups at SRA are a time when students may give feedback to other students, as well as, receive feedback from other students. Feedback groups are held at times with the whole community or part of the community. There will be times when students do specific exercises and activities during groups.

The purpose of feedback is to assist students in recognizing patterns that work and do not work, and to assist a student in being aware of how they show up in the community. Students will give and receive feedback throughout their time at SRA from both staff and students. Feedback is simply information for that person. Feedback is not criticism, control, or advice. The student receiving feedback always has a choice what to do with the feedback. When giving feedback it is important to phrase it in one of the following ways: My experience of you is...., or my experience of myself when I'm around you is.... When receiving feedback do not justify, explain, or deny the feedback. IT IS UP TO YOU to determine if any feedback received is valid, and then decides if you wish to change something.

SEMINARS (Groups given at academic breaks or long afternoon groups)

We at Spring Ridge Academy view our program as a contrived developmental crisis in which the adolescent girl is thrust into a living situation where the patterns of coping she used in life before no longer work. Developmentally, this catapults an adolescent into a process of exploration of new ways and means to live life. These groups are used to foster this redevelopment in a structured way. The groups, in the order most commonly implemented, are as follows:

Addictions – Unlike the traditional definition, this group addresses any and all obsessive-compulsive, cyclic behaviors. These can include alcohol, drugs, sex, love, relationships, the dysfunctional use of food and eating, OCD behaviors and/or being compulsively controlling. This is the initial specialty group that all students go through because these are the behaviors that are used to cope instead of having feelings and being in functional relationship with the family. Once these behaviors are addressed, relational recovery can proceed, both with the self and the family.

Self-Esteem/Boundaries/Reality (SEBR) – This group lays the groundwork for the return to healthy behavior and relational closeness to the family. It is predicated on the simple axiom that it is impossible to have relationships with others without first establishing a relationship with the self.

Self-esteem is addressed by rekindling a sense of the innate worth possessed by every human being; that preciousness that is present exists simply because we exist.

Boundaries come next. Unlike many, we at Spring Ridge Academy believe boundaries consist of two components; protection and containment. In practice, using both halves of this boundary paradigm results in a person who is capable of saying no to protect themselves (Protection) AND is unwilling to impose their reality or behavior on another (Containment). Both are necessary for healthy relationships within the family and with others.

Holding one's own reality is that sense of who one is and separateness from the views or perspectives of others. This is the essence of internalizing values and being able to resist the pressure of peers to behave

outside those values. It is the key to an adolescent being able to “protect” themselves from the many hazards present in our world and culture.

Feelings Reduction – When children interact with others, particularly adults, the adults may have feelings that “spillover” onto the child. The result of these interactions is that the child carries those feelings with them and those feelings influence, often negatively, the child and their interactions with others as they get older. This group provides a forum to allow the adolescent to process those experiences. Once processed, the student can let go of what happened, be accountable and get on with their life.

Trauma and Recovery – Tragically, the physical and sexual violence perpetrated against young women is epidemic in our society. High percentages of adolescent females have been assaulted, many times in conjunction with drug and alcohol use. The result of these encounters is a sense of self-blame and misplaced responsibility for what occurred. This group specifically provides a safe container within which a young woman may give back the shame, sexual shame and fear she carries after an assault and reclaim her voice and power as an individual with boundaries.

Re-parenting - The goal of parents, and programs such as ours, should always be to create a transitional experience in life where the adolescent gradually becomes self-regulating in their thinking, behaving and patterns of living in the world. That is the thrust of Re-parenting. Using Gestalt imagery, the adolescent is allowed to begin to dialogue with themselves, replacing the chaotic, negative thinking with reasonable responses to the situations around them.

Self-Care and Moderation – When taken cumulatively, all of the above logically lead an adolescent to self-care and moderation. A girl typically participates in this group in her last eight to sixteen weeks at SRA.

The goal for self-care is excellence, which we define as doing the best that can be done in a given moment, is, not merely adequacy. Here work is done to define, on an individual basis, what self-care looks like in a physical, emotional, and spiritual sense and what action it will take from the student to achieve excellent self-care in all of those areas.

This group also puts a sharp focus on the thinking of the student. Is it extreme, if so how extreme and in what direction? When the thinking is extreme, how does it impact their behavior and quality of life? What tools can they use to short circuit extreme thinking and behaving? By focusing on these remaining obstacles the student literally prepares herself for transition out of the program.

Results Program (Realizing Excellence, Self respect, Understanding, and Leadership through Teen Success)

Each student must successfully complete each seminar before proceeding to the next seminar.

Student Program

Teen Challenge

A dynamic three-day seminar designed to challenge the student’s self-limiting beliefs, attitudes and behaviors. This seminar introduces the student to accountability and responsibility for life choices. Siblings between the ages of 14 and 17 are welcome to attend this seminar so they may be included in the Family Trainings.

Action

A three and one-half day seminar designed to create the opportunity for the student to change non-working patterns of behavior into working patterns.

Results

A three-day seminar focusing on using accountability, responsibility, and results to learn from life choices.

Commitment

A workshop students enter once they have moved to Phase IV. Students are involved in the workshop for all of Phase IV. This workshop focuses on the students' commitment to change, success and excellence.

Policy for Attendance Non-SRA Students

Non-SRA students (ages 14-17) are allowed to attend the Teen Challenge and Teen Action seminars. Siblings or other relatives must be 14 years or older to attend and have had a parent attend Parent Challenge. Students 18 years old or older must attend the Parent Challenge. Friends may come once a student is on Phase IV and after their parent has attended Parent Challenge. Family members may come at any phase with therapist approval.

This policy applies to siblings, relatives and friends of SRA students and staff. Siblings of SRA students wanting to attend the Family seminars must attend the Challenge seminar (unless given permission otherwise by the Training Facilitator).

All 14-17 year olds wanting to attend these seminars are **required** to be interviewed (phone interview is okay) by the CEO or Admissions Director of Spring Ridge Academy.

It is mandatory for parents to sign an Authorization to Attend Teen Challenge/Action. Parents are strongly advised to purchase exchangeable/refundable tickets for their child in the event they leave the seminar before completion. Should this happen, the child will be required to leave the Spring Ridge Academy campus as soon as arrangements can be made for his/her return home.

Parent/Family Program

Parent Challenge

An adult version of the Teen Challenge seminar; This seminar gives parents an opportunity to better understand themselves and their daughter. It is also an opportunity for siblings and/or other family members 18 years or older to join the family in the healing process.

All students in good standing will be allowed to attend the Parent Challenge graduation. It is possible, however, that a student will not attend the graduation if she has not made sufficient progress in the program. This discussion will be made by the student's therapist with the family's best interests in mind. Students attending a parent's graduation from Parent Challenge are to use this opportunity to support their parents' accomplishment is completing this training.

All students are transported to the graduation site in the SRA vans. All students will return to SRA in the van after the Graduation dinner (approximately 8:30p.m.). Phase I students will be transported to the dinner in the SRA van; all other phases may accompany their parents to the restaurant. No overnights will be allowed for any phase on the Sunday night following the training.

We highly recommend the parents schedule a family therapy session on Monday.

A parent reception will be held Monday following the training at SRA. Parents are invited to spend the day, 8:00 AM to 5:00 PM, at SRA meeting our faculty and staff. Parents are welcome to have lunch on campus with their daughter. Parents may attend classes and groups. Students need to attend their normal daily schedule while parents are here.

Family I

Families are given the opportunity for parents and teens to look at the dynamics in the family such as communication, cooperation, caring, and commitment.

Family II

Preparing parents and teens for the final steps necessary for a successful integration into the family; Working together as a family and dealing with issues in a controlled environment are essential in preparing the student to go home.

During Family Trainings students will be allowed to stay with their parents beginning Thursday after school. Students whose parents cannot pick them up by 8:00 PM will remain on campus. The students and their families have dinner together on Sunday evening. Students must return to campus by 7:00 PM.

We recommend the parent's schedule a family therapy session on Monday. A Thursday session is an option of the therapist if schedules do not allow for a Monday session.

Any visits on Monday following the training with the student must be approved by the therapist and can only be scheduled after school and must be completed by 7:00 p.m.

INAPPROPRIATE ITEMS LIST

The following items pertain to Phases I-III - * Items are inappropriate for Phase IV as well

Razors

Glass / mirrors in compacts / glass in picture frames

*Aerosols

*Glue (non toxic glue is ok)

*Sharpie (permanent) markers

Finger nail polish/remover (ok if stored in beauty day supply cabinet)

Sharp objects

Scissors – may be stored in beauty cabinet (approved for Phase IV Rooms)

*Knives

Fingernail clippers (ok if stored in beauty day supply cabinet)

Metal fingernail files (ok if stored in beauty day supply cabinet)

Curling Irons and Flat Irons

Tapes/CD's/Players (approved for Phase IV students)

Computer games

Sewing kit

*Liquid eye liner

*Dark make-up/lipstick

*Boxer shorts, Thong under ware

Photos of friends outside of Spring Ridge Academy for students other than Phase IV

*Photos with non working people or inappropriate items

*Food/Candy/Gum

Phone Numbers (other than parents)

*Pornographic materials

*Satanic materials

*Cigarettes/Drugs/Alcohol

*Drug paraphernalia

*Candles

*Matches/Lighters

*Witchcraft items

Logo's (labels on underwear, pajamas, jeans and tennis shoes, are accepted)

*Video camera

*Magazines (Other than school subscription)

*Magazine cut outs (other than ones that are done and stay in therapy and art class)

*Inappropriate Music and Media

*Appliances or computerized games (Battery operated clocks are OK)

*Flashlights / Reading Lights / Pen Lights

Self tanner or moisturizer with tint

*Umbrella

Or anything determined by staff to be unsafe, dangerous, or inappropriate.

Phase Rules and Privileges

Rules - PHASE I

- Must complete 3 book reports
- Must ask to leave all areas
- In uniform at all times
- Write and send letters to parents weekly
- Café duties at dinner along with assigned room
- Mandatory study hall until phase 2
- Phase I's line up before going to or departing certain activities, as directed by staff.
- Phase I students may not communicate with other Phase I students without having a higher phase or staff participating in or observing the conversation
- No off campus privileges except for emergency medical needs, attendance of Parent Challenge Training (behavioral issues may prevent attendance), and may attend athletic field trips when participating on an athletic team, with Treatment Team approval.
- Dorm room door is open at all times
- Phase I students may not travel dorms except for receiving medications from the med room, going to the CLD office or seeing medical personnel
- Students need to complete and have signed by the appropriate staff an inventory request when asking for items from home
- Phase I's need to be within eye sight of staff at all times, in block courtyard area during meal/free times unless otherwise stated by staff and receive special permission to travel on campus while being walked from one area to another
- Nail polish is to be a light color and is stored in the student's beauty day box
- Required Reading
THE KNIGHT IN RUSTY ARMOR
THE GIVING TREE
THE FOUR AGREEMENTS

Rules - PHASE II

- Complete 4 book reports
- Must ask to leave all areas
- Phase II students need to be within eyesight of staff at all times.
- Phase II must be in uniform Monday through Thursday and must wear their Phase shirt with appropriate jeans, pants or shorts on the weekends, school holidays and dress down days, if eligible.
- Dorm room door is open at all times
- Phase II students may not travel dorms except for receiving medications from the med room, going to the CLD office or seeing medical personnel
- Successfully serve as a room leader
- Required Reading
THE LITTLE PRINCE
LOST AND FOUND

Rules - PHASE III

- Complete 4 book reports.
- Phase III must be in uniform Monday through Thursday and may wear appropriate pants/skirts with Phase shirts on the weekends, school holidays and dress down days, if eligible.
- May dress down after school and on weekdays.
- No extended bedtime on weekends if student has a LOA or work hours
- Complete challenge, action and results trainings
- Completes daily chores and responsibilities
- Required Reading
SEVEN HABITS OF HIGHLY EFFECTIVE TEENS

THE VELVETEEN RABBIT

Rules - PHASE IV

- Complete 4 book reports.
- No TV until after academics during the week
- Phase IV may wear their own khakis and white shirts or school issue uniform Monday through Thursday, and are allowed to wear appropriate dress after school, weekends, school holidays and dress down days, if eligible.
- Need to be on time for getting medications
- Completes daily chores and responsibilities
- Required Reading
INSPIRATION SANDWICH
IF LIFE IS A GAME, THESE ARE THE RULES
THE MISSING PIECE MEETS THE BIG O

Privileges - Phase I - Orientation Phase

- Letters to parents, siblings and grandparents; letters sent through the parents are left unsealed to allow parents to read prior to forwarding.
- Jewelry: watch, earrings, 4 bracelets, 2 rings and a necklace.
- Approved and supervised activities on campus
- Phone call with parents after one month - Approved and monitored by CLD and/or therapist
- May have holiday calls if in good standing
- Approved sports equipment to be appropriately stored in the room or shed at sports court - Limit 2
Approved are: 1 softball & glove; basketball; soccer ball; volleyball; football, cleats, etc. (lacrosse sticks and bats must be stored in shed)
- Can have 2 musical instruments that must be small enough to store under the bed
- One spiritual, one self-help book and one book assigned by therapist
- May have educational resource book(s)
- Laptops or computers for special education accommodation with Education Administrator approval only, Laptop may not have internet, camera, games, photos, music, or non-academic programs, computers do not leave campus on visits until Phase IV, used during study hall only
- Blow dryers
- Light colored nail polish kept in beauty day box
- May watch TV at times when Community Staff approve of TV as an activity
- May have appropriate photo of other current SRA students (graduate and non-graduate photos can not be displayed after their departure) and immediate family members
- May attend athletic field trips when participating on an athletic team, with Treatment Team approval.
- On campus visits with parents as approved

Privileges - Phase II

- Phase I privileges
- Approved walks within the courtyard with staff permission and accompanied by a Phase IV (when no staff is present outside)
- Approved light lipstick when off campus, visits, formal dinners, training graduations and program/high school transitions/Rose Ceremony
- May add their own pants(2, at least one pair of jeans) and shorts (1) to their inventory list
- Laptop computer; no games, internet, camera, music, movies or non-academic programs, Computers are searched when entering campus. Students may not take their computers on visits without written permission by a CLD. Used during study hall hours only.
- Dress down days & breaks / Phase shirt and own appropriate pants or shorts. No overalls.
- Area visits with parents on therapist approval
- May be eligible to serve on Honor Code Board

- Light nail polish kept in beauty day box
- May have up to 10 spiritual books
- Serve as room leader
- May have evening study hall in dorm room if not on a study hall list
- May serve as a Library Aide
- One 20 minute weekly parent phone call
- Attend service field trips with treatment team approval

Privileges - Phase III

- Phase II privileges
- Home visits
- Approved walks on upper or lower campus with 3 or more Phase III's with walkie (may not walk in wash)
- Students may travel on campus by informing staff and without being walkied
- Phase shirt or Phase colored shirt and appropriate pants / overalls after school, on dress down days and on weekends
- Phase II makeup privileges and approved mascara/eyelash curler
- Off campus activities/field trips, May participate in Spring Lane Clean Up
- Therapist approved family mailing list giving her therapist names and full address before writing
- Independent time on upper campus with staff approval, including the garden with a walkie
- May watch news, discovery channel and movies during free times after school hours
- May come out of room by calling name except for after Phase specific bed & book/quiet time until 6:00 am
- Room mentor that assists in teaching the room leader
- May be in living room without supervision
- May check out CD's and stereo
- May donate CD's
- Shutdown extended to 12:00pm on weekends and breaks
- May have day time study hall outside and evening study hall in their room if not on mandatory study hall lists
- May have 3 of their own plain green T-shirts, a skirt, overalls, and a purse.
- With Therapist approval may communicate to other Phase III or IV's on visit for support
- May serve as a big sister
- Receive two unmonitored phone call per week from parents (20 minutes) students need to sign register (1 weeknight and 1 weekend)

Privileges - Phase IV

- Phase I, II and III privileges
- Off campus with permission and 2 or more buddies same Phase; must take a walkie
- May be in dorms without staff with 2 or more buddies
- Laptop computer; no music, games, movies or non-academic programs. Computers are randomly searched.
- TV and CD's in the Living Room after school on academic days
- May wear own khakis and white shirt as part of uniform
- Choice of appropriate clothes on the weekend and after school
- Modest make-up
- Receive unmonitored phone calls from parents 40 minutes, students need to sign register
- Write working friends (approved list from parents)(5 people)
- Activities with working friends on home visits
- May have program or non-program graduates on their mailing list with therapist and parental approval.
- Visit inside other students' room

- 5 CDs (approved by Community Life Director)
- Small cosmetic bag/box of makeup
- May have curling and flat irons
- One small box of jewelry 3x3x6
- Sweatshirt or T-shirt may have small school or college logo
- May have non-electric razor, tweezers and glass phase IV cabinet
- Students do not need to complete an educational contract
- May have one phone call per month from a friend 40 minutes
- May be outside at night within the court yard area with 2 or more Phase IV's; must have a walkie with them and staff approval
- Pictures of working friends
- Assist in the Student Store
- May have personal books in addition to self help, spiritual, and educational resource books. The amount must remain reasonable and fit the storage capacity of their bookshelf.
- 10:00 pm bedtime Sunday thru Thursday 12:00 pm bedtime on weekends and breaks
- May call friends of their choice on home visits, however parents will be involved in deciding who is appropriate to communicate with
- May wear dress outfit to ceremonies, and special occasions
- May accept phone calls when graduates call in
- May use computer and internet unsupervised for distance learning, academic research and school / aftercare planning, with permission of the adult whose computer is being used.

PHASE IV CELL PHONE POLICY

The phone guidelines are as follows:

- Students will be assigned a specific phone
- Phones will be kept in the CLD office and will be checked out
- NO ONE else is to touch or have possession of your phone
- Your phone call times are to be 45min-1hr max unless you have made an agreement with a CLD
- Guidelines to whom they may talk remain the same (Parents, siblings w/ therapists' approval and one friend once a month.
- Each girl will have an approved list of family members and 1-2 friends that will be decided with the approval of parents and therapists
- The phones do not have texting, camera, download or v-cast ability
- You will set up scheduled times to call your family members or friends
- NO calls may be made from or to your phone that are not on your approved phone list
- You will be making the outgoing calls
- DO NOT answer any incoming calls that are not on your approved calling list
- A call log will be checked on a regular basis
- Calls may be made from in your room or outdoors
- Phone times for the week days are between 5pm and 10pm
- Phone calls for the weekends are 11:00am-1:00pm and 4:00pm-10:00pm
- All phones must be checked back in to the CLD office by 9:50pm
- You must purchase a small spiral notebook and have your schedule laid out to be checked if needed. The schedule will be kept in the CLD office with your phone.
- If there is loss or damage to your phone you will be charged a \$39 replacement fee.
- If a girl violates any agreement, privileges will be removed for the remainder of her time here

BEAUTY DAY

Beauty Day was established to teach students the importance of good grooming and to teach them how to care for themselves. All students are to participate in Beauty Day for at least 30 minutes. Staff will supervise the activity. Students may have their own beauty day supplies that are kept with all beauty day supplies. These supplies need to be Phase appropriate and could include nail clippers, tweezers, nail polish, etc.

Student's supplies are kept together with an inventory list. Beauty day supplies are checked in and out by students from staff. All items are inventoried upon return to insure safety.

BED AND BOOK / QUIET TIME / GET READY FOR BED

This time is designed as quiet time prior to lights out. Students can utilize this time for quiet activities. Journaling, letter writing, meditating, and getting ready for bed are all functions of this time of day. Medication distribution occurs at this time of the day. Traveling outside your dorm room is limited to decrease noise and chaos during this time.

SERVICE

Service is an integral part of student learning at Spring Ridge Academy. A portion of the service program at SRA consists of students working in groups on ongoing projects. Some of the past and ongoing projects include on campus beautification, student government fund raisers, and creating donations for charitable organizations. Spring Ridge Academy believes in giving back to the larger community. As a service to our community, Phases III and IV students frequently do a community clean up in Spring Valley, AZ. Phase II, III and IV students have the opportunity to visit a local nursing home and other off campus projects throughout the year.

EXTRA-CIRRICULAR ACTIVITIES

Extra-curricular activities are done five times a week. There are four different activities on going during each semester. Girls are able to choose their top two choices and will be assigned to an activity that they will remain in for the entire semester. The activities purpose is to learn new skills and to experience team work. Activities may include; drama, debate, volleyball, soccer, basketball, gardening, etc.

PHYSICAL CONDITIONING

Students learn the importance of life-long physical conditioning as an integral part of health and fitness. They are introduced to a variety of exercise and fitness activities with the intent of maintaining a lifetime approach to conditioning and fitness. Phase I, II, III and IV students will attend PC.

UNIFORMS

Uniforms consist of:

Phase I

Red Polo Short Sleeve (3)

Red Polo Long Sleeve (2)

Red PC Short Sleeve (3)

Red PC Long Sleeve (2)

Phase II

Blue Polo Short Sleeve (3)

Blue Polo Long Sleeve (2)

Blue PC Short Sleeve (3)

Blue PC Long Sleeve (2)

Phase III

Green Polo Short Sleeve (3)

Green Polo Long Sleeve (2)

Green PC Short Sleeve (3)

Green Polo Long Sleeve (2)

All students:

Skirt (1)

Oxford shirt (1)

Khaki Shorts (2)

Khaki Pants (2)

PC Shorts (2)

PC Pants (2)

Blazer (1)

When are uniforms to be worn?

- Phase I must be in uniform 7 days a week.
- Phase II must be in uniform Monday through Thursday and must wear their Phase shirt with appropriate jeans, pants or shorts on the weekends, school holidays and dress down days, if eligible.
- Phase III must be in uniform Monday through Thursday and may wear appropriate pants/skirts/shorts with dress down Phase shirts on the weekends, school holidays and dress down days, if eligible. May dress down after school on weekdays.
- Phase IV's may wear their own school appropriate clothes or school issue uniform Monday through Thursday, and are allowed to wear appropriate dress after school, weekends, school holidays and dress down days, if eligible.
- If you have a LOA, dress down privileges on Friday will be lost.

UNIFORM PURCHASES

When a student arrives at SRA, they are measured and their uniforms are ordered. When a student is advanced in phase, their new uniforms are ordered for them.

If a student requires replacement of torn, outgrown, stained or worn uniforms, it is the student's or the parent's responsibility to pay for the purchase of the new uniform item. The process to order a replacement requires that:

- The student will meet with the staff in charge of uniforms with a list of the items needing replacement.
- The student will write a check for the amount and give it to the staff taking the order at that time.
- If the parents are paying for a replacement, an invoice will be given to accounting for billing.

- The staff member responsible for the ordering of uniforms will then place the order.
- To exchange or return uniforms, see the designated staff
- Students are charged a restocking fee for lost uniforms

APPROPRIATE ATTIRE

CLASSROOM

Polo Phase shirts, khaki shorts or pants, pleated skirts, school shoes or sandals in warm months is the classroom uniform for I through III. Phase IV's may wear their own appropriate uniform clothes to school.

FIELD TRIPS

Field trip attire is determined by the chaperone of the field trip to fit the type of activity or event. Phase make-up is appropriate.

ACADEMIC PRESENTATIONS

Students attending academic presentations will wear their school uniform. Participants in the presentations will wear appropriate clothing or their leotard and tights. Phase make-up is appropriate.

FORMAL DINNER

Students will wear their formal uniform, skirt, oxford and blazer to formal dinner. Students may wear their school shoes or dress shoes. Phase make-up is appropriate. Phase I's may not layer and must have their red shirts on. Therefore, Phase I's may only wear a dress outfit if they have a pant or skirt outfit.

PROGRAM COMPLETION OR HIGH SCHOOL GRADUATION

The student graduating from high school or completing the program may wear her own clothes. She must wear appropriate dress, suit, and skirt/appropriate top, dress shoes and appropriate jewelry. She may not wear jeans, casual slacks, t-shirts, flip-flops or go bare foot. This attire is approved prior to the day of graduation.

The students must wear their uniform skirt, oxford shirt and their blazer. The blazer may be removed and placed on the back of the chair if the room is warm. Appropriate shoes must be worn. Either school shoes or dress shoes may be worn.

ROSE CEREMONY

The students completing the program and being honored at the Ceremony of the Rose are allowed to wear their own clothes the day of the ceremony. She is to wear an appropriate dress, skirt/appropriate top, and dress shoes.

The students are to wear uniform skirts, oxford, their blazer and school shoes or dress shoes. Phase make-up is appropriate.

MEDICAL RUNS

All Phases must wear uniform attire. Phase I students must wear slippers.

VISITS (Home and Vicinity)

All Phases can wear their own appropriate clothes when leaving and returning to campus from visits. Phase make-up is appropriate.

Visit Guidelines

Visits are an opportunity for significant family communication and interaction. It is not a time to “shop until you drop”. In fact, any items you purchase must be on the approved list your daughter must obtain from a Community Leader before purchasing any item to return with her.

General Visit Guidelines

Visit Criteria

Phase move-up does not automatically mean a visit. Visits are based on the girl’s attitude and the recommendations of a team consisting of the therapists, teachers and community leaders

Each visit requires your daughter’s therapist’s approval and is determined by the phase she is on, as follows:

- | | |
|------------|---|
| Phase I: | On Campus visits |
| Phase II: | Area visits |
| Phase III: | Area and home visits (home visits max 6 days in length including travel time) |
| Phase IV: | Home visits in varying length, up to 12 days |

All visits are contingent on the approval of your daughter’s therapist. A student must also be in good standing in the community with good grades, must complete her educational contract and must complete all of her schoolwork. Please read the *Pre-requisites* on this page. Only your daughter’s therapist can schedule or modify a visit; no other staff member is authorized to do so.

Trip Scheduling

All on-campus, off-campus and home visits **must be approved by the therapist**. Once approval has been obtained from your daughter’s therapist and you have completed the travel/visit arrangements, contact our Travel Coordinator with the following information

- Spring Ridge Academy Visits:
 - Your arrival and departure dates and times
 - Your plans with your daughter per the Visit Guidelines for her current Phase standing
- Home Visits:
 - Dates
 - Travel Itinerary (airline schedules, etc.)

We encourage you to schedule an appointment with your daughter’s therapist anytime you are in the area. All other appointments with SRA staff can be scheduled through our Travel Coordinator. She will also make the necessary shuttle arrangements for transportation to/from Phoenix Sky Harbor airport.

Return Guidelines

The student must arrive back at the Phoenix Sky Harbor airport in time to connect with the 5:00 pm shuttle. We highly recommend you check with our Travel Coordinator for the shuttle schedule to allow for flight arrival at least 1 hour before the shuttle arrival in case of flight delays. Please notify Spring Ridge Academy (x108) if there are any last minute changes in plans.

Pre-requisites

A student must be in good standing in the community and academics for home visits. A student that has violated school policy or Phase Commitment and/or has less than a C+ average and/or has any academic incompletes will not be allowed a visit. If a student has any loss of activity, work hours or fines, a visit will not be allowed. Any of these infractions could result in a last minute notice of visit cancellation. **We recommend you always purchase refundable tickets.**

Food

Students are not allowed to bring food of any kind back on campus.

Illness or Exposure to Communicable Disease

If your daughter should become ill during her visit or is exposed to a communicable disease, please advise our nurse prior to her return so that we may ensure proper care for her.

Non-Prescriptive and Prescriptive Drugs

You must contact the Nurse (x112) or the Clinical Director (x102) if you want to send non-prescriptive or over-the-counter drugs that have not been pre-approved.

Finals Week

No visits will be permitted during Finals Week. Please check the current semester schedule to confirm finals week dates.

Discussing Visits

Please do not discuss any visits with your daughter until she has reached the appropriate phase.

Appropriate Dress

Students are required to wear their phase shirt and jeans when leaving and arriving on campus. Students traveling must remain in their phase shirt and jeans until they reach their final destination. **Students are NOT to board the plane at home in different clothes with the intention to change upon arrival in Phoenix.** We have established this policy for your daughter's safety while traveling. When off campus or on home visits, the student must wear appropriate clothing.

Bringing Back New Clothes and Other Items

New clothes or items may be brought back **only when your daughter brings a permission slip signed by a member of our Community staff to do so.** Remember, we have limited space in the dormitories and cannot accommodate extra belongings. If these rules are not followed, the excess clothing or items will be returned to you C.O.D.

Phase Visit Guidelines

Phase I - A Phase I student is best served by focusing on her own issues and assimilating into the Spring Ridge Academy structure. One of the best ways to avoid is for the student to speak with her parents and blame them for her position. Therefore, only on-campus visits, approved by the therapist and determined to be therapeutically appropriate are permitted during Phase I. These visits are designed to provide parents the opportunity to participate with their daughter in the normal daily structure at SRA and to assist her in continuing to adjust to the program.

Phase II - Visits at Spring Ridge Academy and the vicinity for Phase II students are permitted. **Visits are always scheduled to minimize school absence.**

- Visits to Spring Ridge Academy and the vicinity:
 - Area visits are scheduled for three days and two nights.
 - A therapy session may be scheduled. If you would like to meet with our Academic Director or anyone in Administration, please let the Travel Coordinator know.
 - The parents may pick up their daughter on the first day of the visit after 8:00 a.m. Their daughter must return to the school no later than 4:00 p.m. on the third day.

Phase III Each Phase III student will be allowed area and home visits. These visits may be scheduled as follows:

- Visits should be scheduled during break times.
- Visits are six days and five nights including two travel days.
- Visits for touring future school/college possibilities begin in this phase. They should be arranged to occur during school breaks as often as possible. Please talk to your daughter's therapist about arranging school visits at other appropriate times.

Phase IV The Phase IV students will be allowed visits either at Spring Ridge Academy, an area visit or at home visit as follows:

- Visits range in length from two days to nine days as students are eligible for a visit every month.
- Visits should be scheduled during school breaks or over weekends. For four day weekends, students may catch the shuttle after 5:00 p.m.

Visit Guidelines At Parent Challenge

- All girls will be allowed to attend the Parent Challenge graduation (if in good standing).
- All girls will return to Spring Ridge Academy on the bus after the Graduation dinner.
- No overnights will be allowed for any phases on the Sunday night following the training.
- We highly recommend you schedule a family therapy session on Monday. A Thursday session is an option of the therapist if schedules do not allow for a Monday session.
- This visit will not count as any of the guideline visits.
- There are no visits allowed for girls on Phase I.

Health Care Information

Spring Ridge Academy makes every effort to select doctors who will honor insurance and insurance co-payments; however, we cannot guarantee 100% compliance. It is possible that your family insurance will not be accepted in the Prescott Arizona area.

You may wish to investigate alternatives to your current medical insurance for your child. Find out if your current insurance company has an out of network referral clause. If so, we will be able to provide you with a list of doctors. Blue Cross Blue Shield of Arizona Individual Enrollment may be an alternative for your daughter if your insurance is not valid in our area.

Please note that Spring Ridge Academy **does not** employ or sub contract nor are we in any way affiliated with any of the physicians that we use. Each physician is independent of Spring Ridge Academy.

Facilities

Spring Ridge Academy is located on a 27-acre campus in the town of Spring Valley, approximately a one-hour drive north of Phoenix, Arizona. Facilities include two dormitories, three academic buildings with 11 classrooms, library, cafeteria/dining hall, and administration building. The campus includes a courtyard, lawn and playing fields for basketball, softball, soccer, cross-country, basketball.

Academics

The academic program at Spring Ridge Academy is a major part of an innovative, integrated program addressing the educational, emotional, physical, spiritual, and family issues of teenage women. This program requires students to work to their potential to achieve strong basic skills and to gain a solid foundation of knowledge in the humanities, arts, and sciences in preparation for college.

In the process of developing a community conscious individual, a concerted effort is directed toward nurturing and sustaining an appreciation of learning and of finding the learning that works best for each student. Within our structured environment we endeavor to develop an inquisitive student who can work independently after goals have been established and procedures outlined.

In our community, we seek to challenge our students in a manner that will promote priorities and ideals that are purposeful, reasonable, in tune with traditional values, spiritually balanced and flexible enough to handle arising exigencies in a complicated, technical and sometimes contradicting and confusing world. In this challenge, we seek to nurture common sense, the growth of a sense of justice, a sense of honor, a sense of responsibility and sense of humor.

Study Skills

Spring Ridge Academy believes that every student has the potential for success. The school recognizes that some of the students who arrive with academic possibility may nonetheless need support in managing scholastic expectations. Our academic program provides integration of all aspects of belief transformation, study skills and learning techniques for students at any grade level.

Upon admission to Spring Ridge Academy, all new students will be enrolled in a Study Skills workshop to assess and develop their basic academic skills. This workshop is taught by two full-time faculty and focuses on development in the following skills areas:

- | | |
|---|--|
| • Organizational Skills | • Writing Skills |
| • Spelling | • Reading Skills |
| • Note-taking Skills | • Textbook Reading and Analysis Skills |
| • Out-Of-Class Study Methods | • Class Preparation & Participation Skills |
| • Test Preparation & Test-Taking Skills | • Diagramming Skills |
| • Research Skills | • Class Report Skills |
| • Essay Skills | • Mathematical Word Problem Skills |

In addition, the faculty regularly reviews all students with regard to their academic progress and needs.

COURSE OFFERINGS

ENGLISH

Spring Ridge Academy prepares students to become sensitive and responsible readers as well as logical thinkers, literate writers, and effective speakers. The objectives of the English department are:

- To teach the student the skill of writing as a medium for expression of ideas and as a means for self-expression.
- To acquaint the student with a wide range of literature and the role that literature plays in defining and reflecting culture,
- To prepare the student for the demands of college level academics, including the attainment of skills in the areas of reading comprehension, research skills, time management, assignment planning and academic responsibility.

ENGLISH 9

In Freshman Composition and Literature, students are introduced to major literary forms and elements through modern and classical literature. Literary discussion facilitates increased reading comprehension. Students develop literary analysis skills while reading, writing, and discussing literary concepts and styles. Critical thinking skills are emphasized during the learning process. The writing focus relies heavily on the Six-Trait writing paradigm where organization, voice, content, mechanics, sentence fluency, and ideas are embedded in the writing experience. Extensive vocabulary activities are used in relation to writing assignments.

ENGLISH 10

Takes a three-pronged approach to English. The first approach is reading comprehension and literature. English 10 is a survey of world literature and will sample many longer novels and short stories from around the world that have been determined to be of exceptional value. The students will take part in discussions of all assigned reading specifically and writing in general. The second approach is the act of writing. After being immersed in great writing, the students will be given direct instruction in both time-honored and cutting-edge techniques to help hone and craft their own abilities. They will be required to write several stories utilizing different techniques and contrasting styles. The third approach is grammar. Students in English 10 should already have a working knowledge of grammar and vocabulary, but the general aspects of it will be reviewed. In addition, this is the class students should begin to move beyond **grasping** concepts and into **utilizing** more complex aspects of grammar. They will have to demonstrate solid grammar and sentence structure in formal tests and quizzes as well as in their own writing. Two of the themes that repeated throughout the class are: 1) great writing influences other great writing and 2) great writing is not just found in textbooks and novels. The first is explained by repeatedly demonstrating the interplay and influence one writer or novel has on another. The second is explored throughout the year by immersing the student in the many different forms of thought-provoking writing that exists outside the traditional venue of literature. These include but are not limited to: movie and television screenwriting, songwriting and lyrics, graphic novels, editorial writing and narrative journalism. In addition, there are discussions of the role history, culture and philosophy plays in the tradition of English. The goal of the class is to build a better-rounded student who is beginning to show real confidence in their own ability to both communicate through their writing and have a deeper understanding of what they read.

ENGLISH 11

Takes a three pronged approach to English. The first approach is reading comprehension and literature. English 11 is an extensive survey of American literature and will sample many longer novels and short stories that have been determined to be of exceptional value. The class will start in colonial America and end with award-winning contemporary fiction. Along the way the students will understand the evolution of American writing from its humble origins into what is arguably the richest and best in the world today. The strong interaction with history will be a continuing theme of the class. It is impossible to comprehend a country's great writing without understanding the time, place, culture and philosophy that shapes it. The students will take part in discussions of all assigned reading specifically and writing in general. The second approach is the act of writing. After being immersed in great writing the students will be given direct instruction in both time-honored and cutting-edge techniques to help hone and craft their own abilities. They will be required to write several stories utilizing different techniques and contrasting styles. They will explore both creative and expository writing. Students should begin to approach a college-level of sophistication and understanding in their writing. The third approach is grammar. Students in English 11 should already have a solid foundation of grammar and vocabulary but students should begin to move beyond **grasping concepts** and firmly into **utilizing and practicing** the more complex aspects of English grammar. They will have to demonstrate solid grammar and sentence structure in formal tests and quizzes as well as in their own writing. Materials outside the traditional scope of literature will also be utilized. Students should develop confidence as their skills at comprehension and communication mature into more adult abilities. In addition, students should show the capacity and desire for the higher level education they will face at the college ranks.

ENGLISH 12

In Senior Composition and Literature, students explore the challenge of honing their spoken and written expression. Students will reflect, analyze, and describe their own process of making meaning, in addition to preparing and presenting original texts. Students seek to understand their own thinking and writing processes through literary discussion that is facilitated by students, while exploring themes and literary elements emanating from modern literature.

The first semester focuses largely on both English and World Literature and the craft of writing. Student compositions include compare and contrast, problem solving, argumentative, cause and effect, and literary analysis essays. During the second semester, students closely examine contemporary essays, novels, short stories (fiction/non-fiction), and news and magazine articles for literal and implied meaning. Writing and student facilitated discussion will direct an understanding of the text. Expository writing and vocabulary will combine with multi-cultural fiction reading assignments. In addition, the formal research paper will consume the final quarter of the semester. Students will use conventional resources and electronic resources to organize and develop research that follows MLA guidelines.

MATHEMATICS

Mathematics at Spring Ridge Academy is seen as a language, having its own set of symbols to express meaning. Mathematics is used mainly for expressing problems in such a manner that a solution can be deduced. Mathematical “sentences” are constructed to describe a particular problem; then it is possible to “solve” these sentences and, hence, solve the problem. Developing the ability to recognize and categorize a situation, express it in mathematical sentences and solve these sentences is the primary objective of the mathematics department.

Basic Math

This course is structured to meet the needs of individuals who have not mastered the fundamentals of mathematics in such areas as computation using whole numbers, fractions, decimals, percents, and the ability to solve work problems.

PRE-ALGEBRA

This course is designed to improve a student’s competency in areas such as signed number, fractions, using variables, inequalities, factoring, graphs, square roots, and the language and symbols of algebra.

ALGEBRA I

This course involves evaluation of basic algebraic expressions, solving linear equations and inequalities, solving linear systems, factoring quadratic expressions, rational and irrational numbers, graphing and word problems.

ALGEBRA II

This course involves evaluation of advanced algebraic expressions, solving linear equations and inequalities, solving linear systems, factoring quadratic expressions, rational and irrational numbers, graphing and word problems.

GEOMETRY

This course develops the student’s ability to reason and to understand and presents the concept of deductive proof through the language of geometry and geometric figures, using parallels, congruent triangles and their application, quadrilaterals, similar figures, right angles and beginning trigonometry, circles, polygons, area and volume.

TRIGONOMETRY (ONE SEMESTER)

This course reviews the basic trigonometric ratios as examined in algebra and geometry, and introduces the student to trigonometric function as derived from the unit circle; the graphs of trigonometric functions

including phase shifts, amplitude modulation and translations in both degree and radian measure; trigonometric identities and expansions; and, mathematics in polar coordinates.

PRE-CALCULUS (ONE SEMESTER)

This course prepares the student for an introductory course in calculus through exposure to vector operations and parametric equation forms; transcendental functions of logarithms and exponents; continuity, end behavior and critical points; sequences and series; and, conversion between rectangular, polar cylindrical and spherical coordinate systems. This course concludes with a brief overview of the differential and integral calculus.

MATH SOLUTIONS

Math Solutions will provide students with an exciting exposure to the application of mathematics that are involved in our daily lives: Percentiles and fractions; decimal point evaluation and significant digits. Numeric estimation and bounded solutions; interest rates and time growth/decay functions; basic probability; unit analysis and unit conversions; and areas and volumes. Instruction will be performed without the constraint of segmented or structured coursework; rather, the students will gather experience in a wide variety of related, yet traditionally separated, disciplines. The course will incorporate frequent extensions to real-world application of the topic matter, and will include relevant projects and experiments for the students.

Terminal Objectives: Students who satisfactorily complete the course will have developed and understanding of the core concepts of mathematics, and the related mechanical skills, necessary to analyze and solve problems as discussed in the course description.

SOCIAL STUDIES

This program is designed to give students an historical perspective for considering current events in today's global community and offers a deeper understanding of the peoples of the past – their beliefs as well as their cultures – and their connections to the present.

WORLD HISTORY

This year long course centers on the development of civilization from the earliest traces of humanity and recorded history through to the present. The course will study significant trends that form the basis for the spiritual, political, and social and economics systems of today's societies.

UNITED STATES HISTORY

This year long course centers on the growth of the United States and American democracy and culture. The first semester emphasizes the beginning of our history from the arrival of the first inhabitants to the Civil War. The second semester centers on the growth of America's world wide influence through its own democratic, industrial, cultural and political goals. Included in the study time is spent in teaching the history and growth of Arizona.

AMERICAN GOVERNMENT

An examination of the United States Constitution and the structure, power and responsibilities of government highlight this one semester course. Students are introduced to the system of representative democracy as exemplified in the American system of government. Students examine the meaning of the Constitution and its application in modern America at the federal, state and local level.

ECONOMICS

This one semester course introduces the student to the understanding of the terminology of economics as well as to its basic principles such as supply & demand, social costs, inflation, elasticity and the fiscal and monetary policies. Concepts start with the basic individual economics of personal fiscal responsibility and decision making, and proceeds through small business as well as large corporations both national and international.

SCIENCE

Our program is designed to enable students to satisfy two sets of goals; one set deals with science as a discipline while the other focuses on basic study skills and research skills. Discipline related goals for all students include the following: to learn a body of information already known through science, to understand the methods by which we have learned this information, to understand how scientists find out new information, and to be able to design and carry out an experiment. Students should also understand how science affects them as members of a complex, global society.

PHYSICAL SCIENCE

This introduction to physics and chemistry begins with a study of topics needed for all sciences, the metric system, the periodic tables, measuring tools, and moves to the basic principles of physics and a study of practical chemistry.

BIOLOGY

Biology is taught by emphasizing individual discovery through activities, lab exercises, field trips and projects. This course will explore the cell theory and structure, genetics, the diversity of life, and ecology. The major animal systems will be surveyed through both actual and computer simulated dissections. These themes will help students find their place in the biosphere, and help in their understanding of the patterns and history of life on Earth.

CHEMISTRY

Students become more aware and knowledgeable about the world around us through the study of the scientific method, atomic theory, energy changes and an introduction to organic chemistry. Topics covered include chemical equations, physical and chemical behavior and the three states of matter, ionic and covalent bonding, electronic structure, chemical equilibrium, acids; and bases, periodic and some qualitative analysis. Laboratory provides hands-on experiences in standard laboratory procedures. Algebra I is a prerequisite for this course.

PHYSICS

This course helps students to increase their understanding of the physical world, gaining specific quantitative concepts and an understanding of the relationship between science and mathematics. Comprehension of the basic principles of physics is stressed, including Newtonian motion, light and sound, electricity and magnetism. Problem solving, data analysis and the use of critical thinking skills are emphasized. Algebra II is a prerequisite for this course.

GEOLOGY

Students examine rocks and minerals that make up the earth and the processes that both erode and deposit them. Students investigate fossil remains and study the span of geologic time. Laboratory work includes the study of mineral, rock and fossil formation and identification, topographic map study and field trips to nearby areas. Offered in summer.

ASTRONOMY

This course involves a survey of planetary astronomy (including the earth-sun-moon system, the Earth's solar system as a whole, and stars and galaxies beyond earth's solar system), and recent developments in astronomical technology and space exploration. Also included is material on scientific methods in astronomy.

FOREIGN LANGUAGE

This department offers French and Spanish. Courses are designed to develop communication by way of reading, writing, listening and speaking. Students will learn about the cultures of the language they are studying, and will be encouraged to speak French or Spanish while in class.

FRENCH I

This course introduces French to the beginning student. An ability to communicate via word and writing will be achieved in this course. Students will also learn various aspects of French culture.

FRENCH II

A continuation of French I, students will further expand their vocabulary and study various aspects of grammar. They will be exposed to French culture and be encouraged to speak French.

SPANISH I

Students will be introduced to Spanish language and culture. They will learn various aspects of grammar which will enable them to begin written and spoken communication.

SPANISH II

This course has a strong focus on grammar, introducing different verb tenses which will enable students to expand their communication skills. Self generated writing, reading, and culture will also be focused on.

SPANISH III

This level of Spanish continues with communication by way of reading, writing, and language study. Students will apply their knowledge to interpret written works and films.

THE ARTS

The philosophy of the Arts department is the belief that all arts are important to the life of man, and man must have the opportunity to experience all art forms. Students are encouraged to see the arts as a social fulfillment of life and to relate their study of the arts to all other academic areas of study.

DRAWING I

Drawing I will cover the basics of drawing with pencil, charcoal, pastel, and other media. This course is for those beginners in drawing. Projects will be based on techniques used in these media. Some projects will also be based on Art movements or various periods in Art History. Emphasis will be placed on the principles of design, contrast, rhythm, unity, patterns, movement and balance. Class time will also consist of lectures, demonstrations and critiques.

DRAWING II

Drawing II will cover the basics of drawing with pencil, charcoal, pastel, marker and other media. This course will brush you up on your skills, and help you develop your own style. Projects will be based on techniques used in these media. Focus will be placed on the principles of design, contrast, rhythm, emphasis, unity, patterns, movement and balance. Class time will also consist of lectures, demonstrations and critiques.

DRAWING AND PAINTING

Drawing basics will be covered including drawing with a pencil, charcoal, pen, pastel and colored pencil. Techniques in shading and depth will be covered. Painting materials such as ink, watercolor, tempera, oil pastel and acrylics and their techniques will also be taught.

GENERAL ART

This general art class will give students the opportunity to explore various media, techniques and styles of art. Media used will be pencil, colored pencil, markers, watercolors, tempera, paper Mache, plaster gauze, yarn and sculpting media. The elements of art and art periods will be a major focus in each assignment.

STUDIO ART

Class time will be used to develop a portfolio for those interested in pursuing Art. Students will start with drawing media and work our way forward to painting media.

ART WITHIN

This class is centered on the student, their emotions and experiences. A wide variety of media will be used to explore these issues. Some project will include visualizing a symbol that represents an emotional block and sculpting it, weavings created from a story they write, painting a totem which represents their strengths, making a talisman out of found objects, making a book, advertisement or brochure about themselves, etc.

ART WITHIN CREATIVE EXPRESSIONS

2nd semester of Art Within. This class explores imagination and helps develop creativity. Various media used.

PHYSICAL CONDITIONING

THROUGH YOGA AND DANCE

This course combines hatha yoga and modern dance technique to teach students how to incorporate physical fitness and balance into their lives. Through hatha yoga students build core strength and gain flexibility. They learn to respect their bodies as they become stronger and more physically capable. Yoga teaches students how to slow down, be in the moment and most importantly, how to relax. Through Ballet and modern dance technique students gain balance and muscular control and learn how to hold their bodies with correct alignment. Dance also serves as an excellent emotional outlet and as an avenue for self expression. As students build physical confidence, they learn healthy outlets for reducing stress and tension in their daily lives.

EXPRESSIVE MOVEMENT

This course is designed for students who have had little or no dance background. Students will have the opportunity to explore and practice the principles of dance technique, working toward developing awareness, freedom and control in the use of the body as an instrument of expression. Modern, African and improvisational dance styles will be introduced and practiced. Through the study and practice of these movements, students will develop an awareness and response to music and rhythm in dance, physical control of the body and proficiency in the practice of simple center-floor and across the floor movement patterns.

TECHNOLOGY

COMPUTER APPLICATIONS

This course introduces students who have minimal or no background using computer application (word processing, spreadsheets, and databases) to computers in general. Students learn the current Windows software, MS Office, and MS Publishing. In

Publishing, students learn to produce a wide range of graphics illustrated reports, cards, decorations, stationery and other paper products

ELECTIVE STUDIES

Due to the limited number of students in the school, the following elective courses are offered in a rotating basis, with a selected number being offered each term. Course selection reflects student interest and need.

PROBLEM SOLVING FOUNDATIONS/ADVANCED STUDIES

(Ford PAS)

Problem Solving Foundations introduces students to conflict encountered within various aspects of the manufacturing world. Students are encouraged to practice effective communication, collaboration, and compromise while problem-solving in complex career-based environments. Introductory concepts that focus on economics as the “management of the household” require students to develop an understanding of their interaction with the global economic marketplace. Students will develop skills through role-playing, hands-on simulation, and team based activities to generate solutions for product development. During this process, students will learn that the economy depends on the environment, politics, and people to ultimately function properly. Critical thinking becomes an inherent application during “real world” economic decision making.

DRAMA

Drama is a course designed to accommodate both the novice and the more experienced actor who wish to acquire or enhance skills in the art of performance. Topics include: basic movement and improvisation, audition technique and scene study, and character development. Students will also study drama and playwrights throughout history – from Sophocles and Shakespeare to Neil Simon. Gaining personal confidence, as well as technical proficiency is goals of the program.

MUSIC APPRECIATION

While exploring the multi-faceted dimensions of self-expression, this course will employ discussion and classroom activities to raise issues that stretch self-awareness through music. Students will listen to music not only with their ears but with their hearts, minds, senses, emotions and intellect, exploring the stories that music tells and discovering different sources of music from around the world, the evolution of music within our culture and how it changed over time by the influence of religion, politics, culture, war, social expression and repression. Students also learn new and old techniques to encourage and improve their own musical talents and abilities with voice, guitar, percussion, and lyric writing.

JOURNALISM

Journalism is an introductory course designed to teach several aspects of journalistic writing. Students will learn how to gather information, interview effectively, and write straight news stories. Journalistic writing necessitates that students not only gather information but also learn how analyze, synthesize, and organize it into clear, concise prose. This class will also examine the mass media and its effect on society while generating a Spring Ridge Academy newspaper. Journalism encourages the development of increased writing and communication skills.

Students will work in the computer lab unless instructed otherwise. Creativity, critical thinking, class participation, thoroughness, and punctual completion of assignments are encouraged. Students are expected to cover regular national and international news events, write assigned articles, and assist in newspaper management, production and distribution. Students will also design layouts while editing and publishing the newspaper.

ADVANCED JOURNALISM & DESIGN

An upper level elective in which real-world applications of advanced techniques in design and journalism will be implemented in a collaborative setting. Students will follow a story from conception to writing & photography to editing & layout to final production. Students will learn how to create professional level displays of projects, presentations & publications. Each student at course completion will have an extensive portfolio displaying the work achieved in the class.

WOMEN'S COMPARATIVE STUDIES

Women's Comparative Studies is a trans-disciplinary course exploring interrelationships and connection women have with their environment, economics, politics, and the social experience. This course focuses on the importance of the individual in community, and then explores the many relationships, value systems, and decision-making skills that determine quality of life. This course explores the meaning of the Divine Feminine, and examines the invisibility of women in global economics. How do we make sure people are happy and healthy without degrading the natural systems we rely on for food, materials and energy? How do we define progress? Group activities will generate criteria for determining what a healthy community is and how it should function. A special focus will examine the interconnectedness between ecology and culture and discuss why these relationships are so important to the health of society, and how women influence the world they live in. In addition, students will be empowered to develop their own criteria and vision for a harmonious world. The commonality in this course is the belief that each woman has a right to define her own life. This class encourages the individual to expand on her perspective of the world, and her place in it. Women's Comparative Studies emphasizes class participation and critical thinking and will encourage students to write extensively and exercise creativity with respect to activities and personal discovery.

PUBLIC SPEAKING

Toastmasters is offered with intent on developing and enhancing the skills needed to communicate effectively in all aspects of oral communication. Students have extensive practice in writing their own speeches. They focus on a variety of skills: organization, voice, vocabulary, diction, gestures, and listening. This course is implemented through the Community Life phase of our program.

STUDY SKILLS

Focuses on building confidence in the classroom, encouraging students to utilize organization, communication, patience, and creativity to elevate academic achievement.

A combination of the following topics will facilitate the coursework: organizational skills, writing skills, spelling, reading proficiency, class participation, test preparation and test taking, word problems, research, reports (speech), note taking, studying outside the class. Study Skills are implemented in all academic courses.

LIFE SKILLS

This class will introduce and teach the practical skills our students will need to live successfully on their own. Topics include resume writing, job interviews, comparison shopping, credit card shopping and management, social etiquette, how to talk on the phone. A fix-it portion of the class gives students hands on experience in basic automotive skills (how to change a tire and check fluid levels), household electronics (such as setting up a computer, VCR hook-up), household cleanliness and basic landscape maintenance. The budgeting portion of the class explores life situations in which students use ratios, proportions, fractions, decimals and percents. Focus is placed on sales tax rates, discounts, percent change, rates, counting calories and fat grams, interest and comparative shopping using proportions, and even practical examples of how Algebra has a daily use. This class is implemented in the Community Life phase of our program.

CREATIVE WRITING

This Creative Writing course will emphasize an equal amount of reading and writing. The course is designed to hone general writing skills, but to also help strengthen reading and writing skills in fiction, non fiction, and poetry. Literary discussion will take place on a regular basis, addressing various reading, to examine content, craft and the techniques that make each piece “work” or fail to work. Students will complete a number of writing exercises in class and out of class to develop creative muscles in such areas as literary character, point of view, dialogue, voice, tone mood, conflict, and thematic elements. Fiction writing workshops, which include peer review and peer discussion, will drive the second half of the semester. Brief hand written critiques will accompany these workshop reviews. Class participation is important. A critical and creative mind will emerge as tools of choice in order to succeed in this class. Remember to have fun!

Spring Ridge Academy

Daily Schedule - Monday-Friday - **Please Note: Block Classes are alternate daily Blocks A & B during Fall and Spring Semesters**

Times	Monday	Tuesday	Wednesday -	Thursday	Friday
5:50	Wake-up	Wake-up	Wake-up	Wake-up	Wake-up
6:00 – 7:00	Physical Conditioning	Physical Conditioning	Physical Conditioning	Physical Conditioning	Physical Conditioning
7:05 – 7:35	Breakfast for Med students, Pride time & Get ready for School	Breakfast for Med students, Pride time & Get ready for School	Breakfast for Med students, Pride time & Get ready for School	Breakfast for Med students, Pride time & Get ready for School	Breakfast for Med students, Pride time Get ready for School
7:35 – 8:05	Breakfast for Non Med students, Pride time, Meds & Get ready for School	Breakfast for Non Med students, Pride time, Meds & Get ready for School	Breakfast for Non Med students, Pride time, Meds & Get ready for School	Breakfast for Non Med students, Pride time, Meds & Get ready for School	Breakfast for Non Med students, Pride time, Meds & Get ready for School
8:15-9:50	Block Classes	Block Classes	Block Classes	Block Classes	Block Classes
9:55-11:30	Block Classes	Block Classes	Block Classes	Block Classes	Block Classes
11:30	Meds	Meds	Meds	Meds	Meds
11:30-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
	Café Duties	Café Duties	Café Duties	Café Duties	Café Duties
12:30-2:05	Block Classes	Block Classes	Block Classes	Block Classes	Block Classes
2:15-4:00	Caseload Group	Tutoring Study Hall 45 Min. Mandatory Study Hall 1 Hr.	2:15 – 3:15 Study Hall 3:15 – 5:00 Caseload Group	Tutoring Study Hall 45 Min. Mandatory Study Hall 1 Hr.	Work Hours, Study Hall SAT Prep, Campus Clean Up
4:00	Meds.	Meds.	3:10 Meds	Meds.	Meds.
4:00 – 5:00	Extracurricular Activities	Extracurricular Activities SAT prep class		Extracurricular Activities	Extracurricular Activities
5:00 – 5:30	Dinner – Medina Dorm Phone calls Lyman Dorm	Dinner – Medina Dorm Phone calls Lyman Dorm	Dinner – Medina Dorm Phone calls Lyman Dorm	Dinner – Medina Dorm Phone calls Lyman Dorm	Dinner – Medina Dorm
5:30 – 6:00	Dinner – Lyman Dorm Phone calls Medina Dorm	Dinner – Lyman Dorm Phone calls Medina Dorm	Dinner – Lyman Dorm Phone calls Medina Dorm	Dinner – Lyman Dorm Phone calls Medina Dorm	Dinner – Lyman Dorm
6:00 – 6:15	Café Duties	Café Duties	Café Duties	Café Duties	Café Duties
6:15 – 6:30	Announcements	Announcements	Announcements	Announcements	Announcements
6:30 – 8:00	Tutoring Study Hall 45 Min. Mandatory Study Hall 1 Hr.	Skills Group	Tutoring Study Hall 45 Min. Mandatory Study Hall 1 Hr	Skills Group	7:00 – 9:00 Movie Night
8:15	Meds, & Get Ready for Bed	Meds, & Get Ready for Bed	Meds, & Get Ready for Bed	Meds, & Get Ready for Bed	
8:45 – 9:15	Quiet time	Quiet time	Quiet time	Quiet time	9:00 – 10:00 Get Ready for Bed 9:30 Quiet time
9:15	Shut Down Phases I,II, & III	Shut Down Phases I,II, & III	Shut Down Phases I,II, & III	Shut Down Phases I,II, & III	
10:00	Shut Down phase IV	Shut Down phase IV	Shut Down phase IV	Shut Down phase IV	10:00 Shut Down Phases I & II
12:00 am					Phase III & IV shut down

Weekend Schedule	Saturday		Sunday
8:30 – 9:00	Wake Up / Breakfast med students / Pride time	8:30 – 9:00	Wake Up / Breakfast med students / Pride time
9:00 – 9:30	Meds. / Breakfast non med students / Pride time	9:00-9:30	Meds. / Breakfast non med students / Pride time
9:30 – 10:00	Complete Pride / get ready for PC	9:30-10:00	Complete Pride
10:00-11:00	Physical Conditioning	10:00-11:00	Toastmasters
11:15 – 12:00	Free Time/phone calls phase 2	11:00-12:00	Spiritual Time/phone calls phase 2
12:00 – 1:00	Lunch / Meds	12:00 –1:00	Lunch / Meds
1:00 – 2:00	Feedback group/ Student Assignment Presentations	1:00 – 2:00	Feedback group/ Student Assignment Presentations
2:00 – 2:30	Transition/Free Time	2:00 – 2:30	Transition/Free Time
2:30 – 4:00	Experiential Education Group	2:30 – 4:00	Experiential Education Group
4:00	Medication Distribution	4:00	Medication Distribution
4:00-5:00	Clean Up, Free Time, Beauty time & Set up for formal dinner	4:00-5:00	Clean Up, Free Time, Beauty time
5:15-6:15	Dinner	5:15 – 6:15	Dinner
6:15 –6:45	Transition/Free Time	6:15 – 6:45	Transition/Free Time
6:45 – 8:15	Community Bonding Activity (Fun Time)	6:45 – 7:15 7:15 – 8:00	Tutoring / Study Hall Mandatory Study Hall
8:15- 9:30	Meds & get ready for bed	8:15- 8:45	Meds & get ready for bed
9:30-10:00	Meds / Quiet time	8:45- 9:15	Meds / Quiet time Shut down 1s, 2s & 3s
10:00	Shut Down for Phase 1's, 2's and LOA	10:00	Shut Down for Phase 4 students
12:00 am	Shutdown Phase 3 & 4 students		

DIRECTIONS TO SPRING RIDGE ACADEMY

Directions from the Phoenix Airport Car Rental Center: *Approx. 1 ½ Hr. Drive*

- Leaving the Phoenix Airport Car Rental Center, start out going NORTH on E SKY HARBOR CIRCLE S toward E BUCKEYE RD.
- Turn RIGHT onto E BUCKEYE RD.
- Merge onto I-10 E toward I-17 N.
- Merge onto I-17 N via EXIT 150 toward FLAGSTAFF.
- Travel approximately 68 miles NORTH to AZ-69 (exit 262) toward Prescott.
- Travel NORTH on AZ-69 for approximately 2.8 miles to SPRING LANE and turn left onto SPRING LANE into the community of Spring Valley.
- Travel on SPRING LANE approximately .06 mile and turn RIGHT onto BURTON ROAD.
- Travel on BURTON ROAD (0.3 mile) to the top of the hill, staying straight at the fork. Spring Ridge Academy is at the top of the hill.

Directions from Prescott, Arizona: *Approx. 40 Min. Drive*

- Leaving Prescott, take AZ-69 SOUTH for approximately 30 miles.
- Turn right on SPRING LANE and travel approximately .06 mile and turn RIGHT onto BURTON ROAD.
- Travel on BURTON ROAD (0.3 mile) to the top of the hill, staying straight at the fork. Spring Ridge Academy is at the top of the hill.

Directions from Flagstaff, Arizona: *Approx. 1 Hr. 15 Min. Drive*

- Take I-17 South approximately 77 miles and Merge onto AZ-69 N via EXIT 262B toward PRESCOTT.
- Travel NORTH on AZ-69 for approximately 2.8 miles to SPRING LANE and turn left onto SPRING LANE into the community of Spring Valley.
- Travel on SPRING LANE approximately .06 mile and turn RIGHT onto BURTON ROAD.
- Travel on BURTON ROAD (0.3 mile) to the top of the hill, staying straight at the fork. Spring Ridge Academy is at the top of the hill.