



STUDENT MANUAL

This book belongs to

Dear Student,

Welcome to Spring Ridge Academy. We are excited to have you enrolled in our program and look forward to the challenges we will face together. Our program is a unique experience created to enhance the emotional, physical, mental, academic, spiritual, family, and community skills of each student. Our purpose is to assist you in becoming a unique, accountable, confident, and self-motivated young woman.

We know you may be feeling fear, anger, pain, nervousness, frustration and confusion at this time. We recognize these feelings and we are committed to supporting your success and personal growth. Our goal is to create an environment that will make your transition easier and establish a solid foundation upon which you can build for the rest of your life.

The Student Manual and Orientation is designed to provide an overview of our program and what you can expect. It is important for you to clearly understand the structure, goals, and rules. It is your choice to take this occasion to ask any questions to insure you have a complete understanding of the program and its expectations.

We are here to assist you in your personal growth and enhancement. Your choices have led you to this moment. You now have the opportunity to create the most rewarding and challenging experience of your life. You hold within you the most powerful tool - your choice.

Sincerely,

Spring Ridge Academy Staff

Updated 10/1/2010

OVERVIEW

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 wellness 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.

STUDENT GUIDELINES

The following ground rules were created to establish working boundaries that promote and maintain respect for the individual, the staff, the facility, and the program. The following guidelines are designed to maintain the physical and emotional safety of all individuals. We believe utilizing these values and structure will assist each student in developing and maintaining her own personal values and boundaries. If you have any concerns or need any clarification about these guidelines see the Community Leaders.

RESPECT:

1. Maintain appropriate manners and courtesy to others at all times. This includes using please, thank you, excuse me, knocking on doors before entering, and not interrupting. Allow staff and students to eat uninterrupted.
2. Follow the instructions of staff and teachers in a respectful and cooperative manner.
3. Treat other students with respect and cooperation.
4. Treat the facility and all property with respect and care. Any repair or replacement will be taken out of your allowance. Keep feet off furniture, do not lean back in chairs, and do not sit on tables and vanities. Keep water bottles off furniture and turn lights off when not in the room. Do not let water run unnecessarily. Clean up after yourself and return areas to the way they were found.
5. It is important not to scream or run down the halls.
6. Respectful behavior at all times. (No hitting, stealing, lying, cheating, gossiping, foul language, belching, passing gas, and screaming.)
7. Be on time for all classes and activities.
8. No sexual, aggressive, or suggestive actions or comments to others.
9. No disrespectful or damaging actions toward self or others, including intimidation.
10. Respect bathroom. Flush toilet after use. Do not put tampons, tampon applicator or sanitary napkins in toilets. Remove feminine pads from underwear before putting in wash. Any un-flushed toilets must be reported to staff immediately.

BOUNDARIES

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

No girls are allowed in staff area.

Only one girl in a bed, shower and bathroom. Change clothes and dress in shower area or bathroom.

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ADMINISTRATIVE AREA

The Administrative Building houses all administrative offices. A student entering the Administrative Building needs to go to the receptionist for direction unless escorted by another staff member.

Therapy Wing

Phase I and II students need to be walked for therapy and watched or escorted to the therapy wing at the time of their therapy appointment. Phase III and IV's may be released from activities or class for their scheduled therapy appointment and wait outside the office for their therapist.

Sport Court

The sport court is available for student use for many different activities including tennis, basketball, etc. Phase III and IV students may go out to the sport court without a staff with a walkie and staff permission. Phase I's and II's need to have staff supervision while using the sport court for safety.

Health Center

The health center houses all medications and is occupied by a Registered Nurse and a Nurse's Assistant. An office is also dedicated for the SRA Psychiatrist on duty. The Health Center is off limits to students unless escorted by a staff. Medications are distributed from the medical area. When it is time to receive your medications, you need to **silently** line up in the designated area with your water bottle. If a student needs to see the nurse or has a medical concern, they need to fill out a "Medical Request Form" and return it to the medical area box.

All Purpose Room

The all purpose room is used for groups, physical conditioning, activities, and leisure time.

Laundry Rooms

Each hall has a laundry area. Check the posting in your laundry area to see which day is your laundry day. Laundry days are assigned by rooms, there are open laundry days. It is important to regularly clean all of your clothes, bedding and towels. Laundry needs to be out of the washers by shut down at night. Sign up for a machine each time you use either a washer or dryer. The dryer lint needs to be removed each time the dryer is used. If you need to do laundry on a day not designated for you, speak with the designated room to work this out.

In each laundry area there are general student forms and cleaning supplies accessible to the students.

Class Rooms

Students need to be supervised by an adult when in any class room. A teacher or staff must be present to enter a class room.

Teacher Resource Room

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Students are not permitted in the teacher resource room unless supervised by an adult.

Computer Room

1. Sign in on the clipboard located at the instructor's computer which is to the left as you enter the lab.
2. Do not switch computers while using the computer lab.
3. Turn on the hard drive before turning on the monitor.
4. Follow the instructor's directions for signing on to the computer.
5. Internet access is given by the instructor for class assigned material and information only.
 - Only upper-phase (Phase III and Phase IV) students will be allowed to use the computers with access to the Internet
 - Phase I and Phase II students may ask an upper phase student to do an Internet search on a specific educational topic for them. The lower phase student may sit by as the upper phase student does the search.
 - Phase IV students may use the Internet unsupervised with the permission of the person whose computer they are using for the following reasons:
 - Aftercare research
 - Distance learning coursework that can not be completed in regular Class time or with the principal
 - Applications to schools or school research
 - Phase Orange students are not allowed access to the Internet.
6. Do not change the computer settings.
7. Diskette use:
 - Do not use a damaged diskette
 - Do not remove a diskette while an application is still open
 - Remove diskette after the computer is completely shut down
8. Log off procedure
 - Follow the instructor's directions for logging off
 - Turn off the monitor followed by the hard drive
9. Leave the computer station in appropriate order
 - Keyboard in place and mouse on pad
 - Push chair in

Library

The library has many uses including activities, groups, study halls, and class rooms. It is important to return the library to the condition it was when you entered.

Library Rules:

1. No more than 2 books may be checked out at a time.
2. Books are due 2 weeks from check out date.

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3. Late books will be fined daily. Library checkout privileges are lost until all fines are current.
4. Replacement costs for lost or damaged books will be charged to the student who has most recently checked the books out.
5. Books may only be checked out through an approved library aide. Otherwise books may not leave the library. Taking a book without checking it out may result in loss of library privileges or other consequences.
6. Returned books go to the deposit cart. To renew a book, speak with a library aide.
7. Library maintenance and organization is completed by library aides.
8. If you remove a book from a shelf and don't know where to return it, place it on the book cart.
9. Students need to request the assistance of a library aide to perform a subject search.

Library Aide Guidelines:

1. Students who are Phase II and above may serve as library aides.
2. Shelve books from the cart.
3. Face books appropriately on shelves in accordance with the book's call number.
4. Go through books on shelves making sure books are in their proper stack.
5. Keep library neat and clean.
6. Research overdue accounts and report to staff for fines.
7. Post overdue book list in library.

Cafeteria

The cafeteria is used for many purposes including meals and activities. When using the cafeteria for meals there are some guidelines to follow. Students need to be seated prior to getting their meal. Staff will release students by table to receive their meal. Do not reach under the glass to get items other than snacks. Appropriate manners and etiquette is emphasized at meal times.

There are student calendars posted in the Medina lounge. The calendars are kept current by an honor code member. Trainings, birthdays, breaks, class blocks, and other events are posted on the calendars. Any other postings in the cafeteria need to be approved by a community life director. Birthday supplies are kept under the counter for caseloads to use on birthdays.

Café duties rotate through every room in the dorms. They alternate Medina and Lyman. All girls living in the rooms are required to do the chores for one week. If they are going to be off campus on a visit or field trip they are to have a volunteer cover their part or they will be given a consequence.

WAKEUP/MORNING SCHEDULE

Monday through Friday students wake up at 5:55 am. Weekend wake-up is 8:30 am unless a student has Study Hall, work hours, physical conditioning or has requested an early wake up.

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.

MEDICATION

Medications are distributed at designated times. It is important to be timely and have your water bottle. Water bottles need to be see-through or clear. Do not bring personal belongings, other than ones needed, into the medication area. While waiting to take meds, students form two lines. There is no talking while in the medication line. If you need a medication that is not prescribed regularly (a PRN medication), get in the line or ask a staff, the nurse or nurse's assistant to give you the medication. After taking any medication, you will need to show whoever gave you the medication your mouth and sign for the medication. Crackers are given

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out with meds that require them to be taken with food. It is important that you address any questions or concerns you have regarding your medication with the nurse or doctor. Please fill out a "Medical Request Form" listing your issues or concerns. Once a medication is prescribed to you, you need to take it regularly until a doctor changes the prescription.

PRN MEDICATIONS

PRN medications are over the counter meds, such as Ibuprofen, Acetaminophen, cold medications, etc. These types of medications are available to purchase by students from the Medical Department. You may purchase them by bringing a check to the med room during any med pass time. They are sold on as needed basis. Parents are asked not to send these types of medications into the school.

STUDENT MED PASS RULES

**YOU ARE RESPONSIBLE AND ACCOUNTABLE FOR
ACCURATE SELF-ADMINISTRATION OF YOUR
MEDICATIONS.**

SRA'S GOAL IS ZERO MED ERRORS.

1

Open Med Book to your name and state name.

2

Look for all medications due at this med pass time.

3

Tell staff if you have a medication change.

4

Name first medication out loud.

5

State out loud dose from medication book.

6

While staff holds individual dosage container, VERIFY correct medication and dose.

7

While staff holds individual dosage container verify the day of the week.

8

Take that day's dose.

- 9 **Sign your initials and be sure staff also initials.**
- 10 **Open mouth wide so staff can do mouth check.**
- 11 **Drink water from a see through water bottle.**

VITAMINS

Vitamins are available for students who are scheduled to take vitamins at lunch. It is the students' responsibility to make sure they take and sign for their vitamins.

PSYCHIATRY

Appointments with the psychiatrist are held in the medical area. Students are called to the medical area when it is time for their appointment.

ON CAMPUS VISITS

On campus visits may be approved by your therapist while on Phase I. These visits are designed to provide the opportunity for you to connect with your family. Students and their family members are expected to participate in all scheduled activities.

VICINITY VISITS

Vicinity visits occur only after the student has reached Phase II of the program. The vicinity visit area generally includes the state of Arizona. Vicinity visits do not occur at a student's primary residence, if the student's primary residence in Arizona. A family therapy session may be scheduled either prior to or after the visit. There are visit guidelines and rules that you will go over with your family and therapist. In order to properly check students back onto campus vicinity visits are scheduled to return to campus at 4:00pm. At times family members may take a student out to eat or off campus for a partial day. Students may leave campus after school and return by 7:00pm.

HOME VISITS

Home visits are scheduled after the student has reached Phase III. A Phase III student is allowed 6 days and 5 nights. As much as possible, a Phase IV student is encouraged to visit home during monthly academic breaks. Phase IV students may take the entire break period. For short breaks, less than a week long, students may take the entire break. Students may leave campus the morning the break begins. There are visit guidelines and rules that you will go over with your family and therapist.

See forms for visit guidelines

MEDICATION FOR VISITS

The student is given the appropriate medication for her visit which will cover the number of days she will be off campus. If the parents are picking the student up for a visit, the medication is given to the parents. If a student is going on a home visit, our policy is to give the medication to the student unless otherwise directed by the parent(s) to mail the medication home. Parents/students need to sign out and retrieve their medications prior to their designated departure time. Meds will be the last thing a student will pick up on their way to wait for the shuttle. It is important for safety that students do not have any medications in their dorms at any time. Any medication remaining must be turned over to staff immediately, upon returning to campus. Do not leave any medication in your luggage or bags.

FUNDS FOR TRAVELING

Each student traveling will have cash available to them for emergencies and travel meals. Prior to the travel date, the student will submit a check and a deposit slip for the cash. The travel money is limited to a maximum of \$21. The cash is given to the student prior to leaving on their visit. When the student returns all remaining money is deposited in the bank with their completed deposit slip. Do not leave any money in your luggage or bags. See Student Banking for further details.

LEAVING FOR A VISIT

Students leaving for visits need to accomplish certain tasks prior to their departure. If a student is planning on exchanging or bringing back any new items that are inventoried, they need to have their list approved and signed by the designated inventory staff 48 hours in advance. Any student leaving for a visit needs to pack on her free time, prior to the departure time. Please do not pack more than 24 hours in advance. Students are not exempt from meals, classes, groups, etc. for packing. Additionally, students preparing for visits need to have a roommate or dorm mate agree to be responsible for their chores and documented on a chore assignment sheet. These chores include room, hall, super clean chores and café duties. When being picked up by a family member for an overnight visit, students will sign out with their parents. Students leaving by shuttle need to sign out and be waiting for their shuttle 15 minutes prior to the shuttle time. Often students will need to sign up for early wake up to be timely. The sign out area is in the med room, whether or not the student has medications for an overnight visit. Upon signing out, staff will give a student their medications, ID, money and itinerary. Make sure to thoroughly examine your Medications and itinerary prior to leaving the med area for the airport.

RETURNING STUDENTS

Phase II students need to return to campus by 4 PM. Phase III and IV students need to return by 7: 00 PM. If you are returning by shuttle it is important to follow these steps. Once you arrive in the Phoenix Airport, you need to call the shuttle company and report you have landed. The shuttle company will give you further instructions. If you miss your flight or get delayed you or your parents are required to call the shuttle company and SRA to report any changes.

When students return to campus they must immediately check in with staff. Students need to turn in their luggage and be searched prior to entering their dorm living areas or greeting students. Medication, computers, donated and personal books, beauty day supplies or any items that need approval must be turned in immediately to the staff checking them back on campus. Student IDs and calling cards need to be given to staff to file in the med room, cash with a deposit slip need to be turned into the bank. Educational resource books do not need to be turned in to staff. All CDs, donated and personal are turned into the CLD's. All these must be labeled with the student's name or as a donation. Anything returning in baggage that is inappropriate for campus must be given to staff not left in luggage. Once your bags are returned, you need to unpack as soon as possible.

Students are not allowed to bring back the following items:

- Food
- Non-prescriptive or prescriptive medications that are not prescribed to the student. Students may return with the prescriptive medications that we provided for their home visit or that they have a prescription for.
- Any items on the contraband and/or inappropriate list

CALLING PARENTS WHEN RETURNING FROM VISITS

When a Phase III or IV student arrives back on campus on the shuttle or other means of transportation other than with their parents, they will call their parents to let them know they are back on campus and to schedule their phone call for the next week. This is a 5 minute call. This call is not a time to discuss issues that came up on the visit. This is the responsibility of the student. It is very important to let a staff member know they need to call their parents to assure them you have arrived safely from traveling.

VALUABLES

Due to the nature of Spring Ridge Academy, parents/sponsors are informed upon enrollment the student is not to bring any valuables on campus. If any item is deemed valuable upon admission or upon a return from home, the item will be returned to the parents/sponsors. No piece of jewelry or accessory can exceed \$25.00 in value. Accessories can include: hand bags / purses, sunglasses, etc.

BORROWING

The fall semi-formal dance and prom are the only times borrowing is appropriate. Other than these situations, students are not allowed to borrow clothing or other personal items from each other.

CAMERAS

Cameras are allowed for Photography Class for Phase III & IV students and are to be kept in the classroom. No personal cameras are allowed on campus for any other reason. When cameras are allowed for an activity, on or off campus, disposable cameras will be provided by SRA for students to purchase. Students are not allowed to take pictures in their rooms. SRA

can arrange for film developing or students may send film home. Video cameras are not permitted.

MEDIA (STUDENT DATA, MUSIC AND VIDEO)

Data: Phase I, II and III students are not permitted to possess data CDs. Phase IV students may have data CDs, but may not share them with other students. Phase I, II and III students who need to copy or print information will check out and return CDs during the same class period in the computer classroom. A CD may not be removed from that room. The teacher will supervise students at all times during the use of the CD.

Sheet Music: Sheet music without lyrics may be kept as a personal belonging. Sheet music with lyrics is not approved for personal use. Sheet music with lyrics may be donated to SRA's library by any phase student. The sheet music with lyrics is approved by Community Life Director prior to going into the library.

Audio Music and Music Donations: In order to maintain an atmosphere that is safe, supportive, and in alignment with program philosophy, limitations on music and musical artists are necessary at SRA. All music donated or played on campus must meet certain guidelines:

- a) Artists or songs that promote the following: drugs, alcohol, degradation or exploitation of women, racism, gangs or gangster rap, violence, suicide or contain graphic or overt sexual imagery, songs containing curse words (any word not acceptable on network television) will be considered unacceptable.
- b) In addition, artists whose lifestyles reflect, glorify or promote the image of those things would also be unacceptable.
- c) Unacceptable recordings must be removed from an album before it can be donated (even albums from appropriate artists). It is important to note that not only the song, but the artist, must be appropriate.
- d) Phases I, II and III students are not allowed to possess music CDs. Phase III students may request a CD from the Library collection.
- e) Phase IV students may have up to 5 music CDs in their personal belongings.
- f) Donated CDs or tapes will not be returned to students but will remain the property of the student body.
- g) Students may bring in mixed CDs of various approved artists; although these mixed CD's may not contain any unapproved artists or songs.
- h) Phases III and IV students may request an artist be added to approved list by submitting in writing, on a honor code slip, why the artist should be approved; however Phase III's may not bring music from this artist or group on campus until they are added to the approved list.
- i) Phase IV's may have personal CDs approved by.
- j) CD's of non-approved artists must be turned over to a CLD immediately.
- k) Single artist or group CD's submitted for addition to the approved list must include the following: a copy of the cover, sleeve, all pages of the insert, list of songs on the album, and lyrics if included in the CD.

Movies:

All movies (DVD) must be donated to Spring Ridge Academy and can only be original recordings. Movies rated PG13 and up must be reviewed by the Community Life Director and follow the same guidelines as music for appropriateness. Movies that are not approved are not returned to the donator. If Phase III or IV students check and sign the movies out, students need to return the movies that day. We have an SRA Net Flix account in which students may request movies for movie night.

ACTIVITIES

Field Trips

Phase III and IV students are eligible for field trips. Students participate in academic and community field trips. Some field trips will be open to the entire Phase III and IV student body and some will be class specific. There are typically 2 field trips a month. It is important to budget your monthly allowance to allot these funds. Your dress code for a field trip will be determined by the chaperone. All SRA rules apply while on a field trip.

Service and occasional academic field trips include Phase II students. Phase I students are eligible for athletic field trips with treatment team approval. Approval for attendance will depend on the type of field trip and with treatment team approval.

CRAFTS

Students are allowed art and craft supplies. These supplies need to be reasonable in amount for storage in their drawer. Crafts that use dangerous utensils are not allowed in the dorm. Crafts such as crochet, knitting and macramé are okay. Craft supplies need to be non-toxic. Any messy supplies, like paints, will be stored in a cabinet and accessible during certain craft times.

GAMES

SRA has a student game cabinet. Games may be taken out of the cabinet for student use. Games need to be returned to the cabinet by the end of the night. The game cabinet needs to stay orderly and organized. Students may donate games to SRA. Students may also have personal games in their rooms as long as these games can be appropriately stored in their drawers. Personal games that are computer operated are not allowed.

CONSEQUENCES

Café Duties

Café duties are assigned by rooms and will rotate between dorms.

Café duties may be given as a consequence for inappropriate behavior during meal times.

Work Hours

Work hours are a type of consequence at SRA. Work hours can be accumulated for inappropriate behavior. Staff will assign and monitor the work hour projects. Work hour projects need to be completed with effort and minimal complaining to be marked as complete.

The weekend schedule for work hours begins with a 6:00 am wake-up.

All students with work hours will work on Saturday before any activities, during activities and after activities to assist them in completing their work hours. Work hours will be completed on Sundays if all hours were not completed on Saturday.

Students will complete work hours during the week at times directed by staff. These will be done either at free time or during certain activities.

At times students will be taken out of school for work hours if students are disruptive in class, group or an organized activity.

All work hours must be completed prior to leaving on a site or home visit or the work hours will be doubled.

Phase III & IV's may work on work hours until shut down on weekends.

You may ask for early wake up, 5:00 AM, on school days to do work hours.

Work hours may be done at lunch with staff approval and guidance.

You need to be work hour free to move up in Phase.

At your therapist's discretion, having excessive work hours may prevent you from a visit.

Checks

Checks are a form of consequence at SRA similar to a warning. You may receive a check for any of the following: being late or unprepared, being disruptive or rude. This list is not inclusive.

Loss of Activity – Loa

LOA's are served on Saturday night while the rest of the community is watching a movie or by missing an off campus non-academic field trip. During LOA time students need to be working quietly on homework or reading. LOA rules are the same as study hall. Students may not move up when they have a LOA. At your therapist's discretion, having a LOA may prevent you from a visit. Phase III and IV students who have a LOA lose their late night privileges and have normal bed time.

Silence And Separation

Silence and Separation is a tool used when students are not using relationships to support one another. Students are placed on silence and separation by staff or their therapist. Students placed on silence and separation are restricted from interaction with any particular student(s), certain phases or the entire community. The ultimate goal of silence and separation is for the student to focus on herself and new relationships. When a student is placed on silence and separation from a Phase or other Phases they need to utilize functional talk only with those people. This includes the academic setting. Information that is reasonable and pertinent to the class may be asked of a student's teacher. Students participate in groups and therapy. Silence and separation parameters in groups can be worked out between the student and facilitator of the group.

One-On-One/ Orange shirt

One-on-One is a specific supervisory intervention when staff becomes concerned about the safety of a student or a student is unwilling to commit to not self-harm. This would include students who risk harming themselves by leaving campus or their homes during visits, without authorization.

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When on One-on-One, a student will be placed in an orange shirt to alert staff that a higher degree of supervision is required. For the duration of one-on-one, the student will stay within arm's length of and direct observation of the assigned staff. The student shall be escorted at all times to and from all locations on campus and while taking medications. Students on one-on-one parameters must be directly observed while in the shower and restroom. At staff's discretion, a student on one on one must either sleep in the lounge or an empty room or on the floor next to their shelves in their room; student's hands should be outside of the covers. Certain belongings judged to be potentially harmful to the student will be removed when a student is placed on one on one for safety concerns. Student's possessions will be limited to the following: basic hygiene items (no razor), uniform (including orange shirt), school books and papers with all paperclips or staples removed, bedding, towel, wash cloth, and markers or crayons without metal parts or sharp edges. More frequent body checks may be implemented, as well. **See Self-Harm Policy.** The staff member involved is responsible for filling out a Student Safety Parameters Form for the log, making sure information is disseminated to the therapist, Community Life Directors, and any other pertinent areas of SRA.

An SRA staff member may supervise up to two students on this supervisory level at any given time.

Buddy System

At times students will be placed on a buddy system with other students. The students are either Phase III or IV students in the student's caseload. These students work with staff to manage the daily mentoring of another student. The Phase III and IV students will escort the student on a buddy system from place to place and sit with the student on a buddy system.

Functional Talk

Functional talk consists of communicating regarding basic necessities including use of restroom, medical needs, "thank you", etc. Functional talk does NOT include asking peers academic or therapeutic questions.

Introspection

Students are placed on introspection by a staff, usually a therapist. The purpose of introspection is for a student to focus on themselves and be aware of their processes of thinking and feeling. Students on introspection need to keep functional talk with other students. Students may participate in activities. Any academic questions can be directed towards their teachers. Community questions may be directed towards staff while a student is on introspection. Group guidelines are created by the facilitator for a student on introspection.

MAINTENANCE

It is important to maintain all areas of the campus. When you use an area, please make sure that you return it to the order you found and clean up after yourself. Turning machinery and lights off and cleaning up after yourself is your responsibility. At times things will need some maintenance. When this happens fill out a request for maintenance form. These forms are

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found in the laundry rooms of each hall. Make sure to have your name, hall and room number on the request. Once completed, turn in the completed forms to staff.

RESTITUTION

Monetary restitution will be required, in addition to the regular consequences, when students damage property belonging to the school, another student or a staff member.

FOOD ON CAMPUS

The students are not allowed to have any food in their dorm rooms. This includes any food brought in by their parents, snacks and other special holiday treats. Due to Arizona health laws, parents are not allowed to send or bring food that has been prepared at home. Food that is given at snack time needs to be eaten outside on class breaks and is not to be in dorm rooms. During inclement weather snacks may be eaten on the tile areas in the dorm with staff permission. There is no eating in class rooms. During certain special occasions food or candy may be distributed to the students. During these times any excess food is stored in the cafeteria. Special activities may include food in other areas. This is activity dependent.

HOLIDAYS

Parents may join the students for the dinners at SRA during the Holiday season with permission from the therapists. The students who are on campus for holidays participate in on campus activities. These activities are created by the students through their caseloads.

JOURNALS

Students are encouraged to journal regularly. Journals are the personal property of the students. Students are discouraged from sharing their journals, and reading aloud inappropriate material from their journals, or writing in other student's journals. There are times when sharing a journal is therapeutic, when shared with groups, in caseload or in individual therapy. All journals arriving with new students must go directly to the assigned therapist.

LETTER WRITING & MAIL

In order for you to focus on yourself and your family, we limit correspondence to parents, siblings and grandparents during Phase I, all addressed to and from parents address only.

Being able to correspond is important to your progress at Spring Ridge Academy. For that reason, we require regular letter writing at least once weekly. Through letter writing, you will learn a variety of important social skills, increased communication skills, including the ability to express your feelings in writing, and maintain a relationship with your family.

At Spring Ridge Academy we recognize that receiving mail contributes significantly to the morale of the students. Therefore, it is our desire that this privilege be available with as few program imposed restrictions as possible. Any restrictions will be related to Phase, discipline, or therapist.

The staff and the student will verify mail is received from approved sources for Phases I through IV and Phase Orange. Neither incoming nor outgoing mail will be read by staff unless a safety concern becomes evident. Incoming mail may be opened in front of the therapist or other staff and checked for appropriateness. Parents may restrict certain, specific mail. Students must have any incoming or outgoing mail addresses on their approved mailing list. The mailing lists are created and approved by students' therapists and parents.

Guidelines:

- a) Phase Orange mail goes through the student's therapist until at least Phase I.
- b) Phase I students may only write and receive letters 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.
- c) Phase II & III outgoing mail may be written directly to extended family with parent and therapist approval.
- d) Phase III & IV may receive academic information in the mail.
- e) Phase IV can deposit outgoing mail without staff approval and may have a list of 5 non-family members to whom they may write with parent and therapist approval.
- f)
- g) Phase IV students may write letters to St. Paul's Academy students when approved by their therapist and parents.
- h) Phase IV may communicate by mail with graduates and non-graduates with parental and therapist approval.

TELEPHONE POLICY

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 be used for the student to discuss what they are learning, and what issues they are dealing with in therapy.

Additionally, phase I students after 4 weeks will have a 10 minute weekly phone calls with their parents and a CLD. Phase II students will have one 20 minute phone calls with parents that is scheduled by a CLD. The purpose of these calls is to increase regular communication and information. It is important to inform your parents of your schedule and future calls that will be missed while on a scheduled off campus activity.

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 can not 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.

FIRE DRILL PROCEDURE

When the fire alarm sounds, stop whatever you are doing and quietly and calmly exit the premises. Students on the upper campus will evacuate the main campus, per the posted Evacuation Map, and proceed to the Park Area at the front of the school by administration building. Students on the lower campus will evacuate the buildings, per the posted Evacuation Map, and proceed to the Athletic Field. A staff member will signal the students when and if it is appropriate to re-enter the facility.

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ACADEMICS

An effective education is a crucial ingredient for every student in establishing greater opportunities and fulfillment now and in the future. The SRA faculty is comprised of qualified professionals who have created a holistic approach to education that challenges students to grow intellectually, socially and emotionally in all aspects of their lives. In order to prepare each student for their next academic environment, SRA utilizes classroom-based instruction combined with individually focused education plans.

Classroom discussions and activities provide our students with the opportunity to develop their speaking, listening, critical thinking, and social skills. What sets Spring Ridge Academy apart from other programs is the emphasis placed on education. SRA does not promote the exclusive use of independent study or a "learn at your own pace" curriculum. We believe that in order for our students to succeed in life they must learn to succeed in the classroom. We provide an academic setting geared towards excellence and mastery.

The school offers a traditional Fall and Spring schedule of classes as well as a Summer School program. Intersession breaks are scheduled between the semesters and during the semesters to permit home or area visits (not all students are eligible for home visits).

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 I - Students are introduced to major literary forms and styles: American and international, classical and modern. Classes develop skills in literary analysis through writing and discussion. Students learn basic research skills and become familiar with library resources. Essay writing is the major composition emphasis.

English II - Sophomore Composition and Literature is designed to provide intensive writing assistance and support. Attention is paid to writing and reading; students are encouraged to react and respond to works of literature and write expository pieces. A semester of genre study, focusing on fictional genres and memoir, will encourage students to be analytical readers and creative writers. Students use literature and writing to explore their language for expressive, explanatory, critical, argumentative and literary purposes.

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Methods of collecting and reporting research will also be incorporated into the curriculum. This course is designed to integrate effective reading comprehension, effective oral and written communication, and critical thinking skills. Course objectives are to experience all language skill areas of reading, writing, listening, thinking and speaking. Special focus includes formal introduction to Greek and Latin word elements found in the English language.

English III - This course surveys the literature of the United States with emphasis on cultural diversity. Studies include literary works from different eras of United States history and from different regions of the country. Students trace the development of uniquely American literary styles and see how the literature reflects the American experience. Development of a student's writing ability is a major focus of this course. Expository prose is emphasized. Students sharpen their research, organizing and writing skills. Structural grammar is reviewed, and vocabulary is studied routinely as preparation for the college standardized tests.

English IV - In Senior Composition and Literature, students explore the challenges of honing their spoken and written expression. Students will reflect, analyze, and describe their own processes of making meaning, in addition to preparing and presenting original texts. Students will seek to understand their own thinking and writing processes. Journal writing and related journal activities will also shape the class. The first semester focuses largely on English Literature and the craft of writing. Compositions include compare and contrast, definition, argument - pro and con, reporting, how to/ process, satirical/ parody, narrative, cause and effect, and problem solving topics.

During the second semester, in addition to English Literature, students will closely examine contemporary essays, biographies, novels, memoir, short stories (fiction/non-fiction), and news and magazine articles for literal and implied meaning. Writing and discussion will facilitate an understanding of the text, in addition to vocabulary exercises. This semester combines expository writing with formal vocabulary study and multi-cultural nonfiction and fiction reading.

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 word problems.

Pre-Algebra – This course is designed to improve a student's competency in areas such as signed numbers, 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 applications, quadrilaterals, similar figures, right angles and beginning trigonometry, circles, polygons, area and volume.

Pre-Calculus – This course continues and develops a student's preparation for calculus, and includes the field properties, functional notation and manipulation, graphing techniques, polynomial, trigonometric and exponential functions, vectors, polar coordinates and limits.

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 Western civilization from the earliest traces of humanity and recorded history through the post-Cold War era, including significant trends that form the basis for the spiritual, political, social and economics systems of today's societies. The first semester emphasizes the development of cultures through AD 1500, while the second semester follows the decline of European political leadership and growth of democracy.

U. S History – This year-long course centers on the growth of the United States and American democracy and culture. The first semester emphasizes the growth of European influence upon North America and the extension of the American continental influence from the first European arrivals through the Civil War. The second semester follows the growth of American world-wide influence through its own democratic, industrial, cultural and political goals.

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. Offered in Fall.

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

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 stresses, 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 embodies an in-depth examination of the basic principles of astronomy, including – but not limited to the history of astronomy, the Earth, stars, galaxies, and the solar system.

FOREIGN LANGUAGE

The department offers Spanish. In addition to developing skills in reading and writing, we encourage the development of strong oral communication skills. Students are exposed to Latin American and Spanish culture, history, literature, music, and art.

Spanish I – The main objective of Spanish I is to enable students to attain a measurable degree of communicative competency and proficiency in each of the four language skills; listening, speaking, reading, and writing.

Spanish II – This course intends to continue building a strong foundation in the language. Spanish II will require the student to pay close attention to the grammar rules, the memorization of vocabulary, and to the mastering of verb conjugation. These skills are essential in order for the student to develop competence in oral communication and be able to read selected literature.

Spanish III - This course continues to work on grammar, written and verbal skills. Spanish III is based on reading comprehension, writing and a constant verbal practice of the Spanish language.

TECHNOLOGY

Computer Applications – This course introduces students who have minimal or no background using computer applications (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.

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, papier mache, plaster gauze, yarn and sculpting media. The elements of art and art periods will be a major focus in each assignment.

Graphic Illustration – Design elements and principles along with composition will be the focus of this class. The history of Graphic Design, where it is used and by whom will also be discussed. Projects may include making an advertisement, a magazine layout, book illustration, interior and fashion design and architecture. Materials include pencil, pen, ink, conte crayon and watercolor.

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 projects 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 History – This class explores Art History from Prehistoric through Modern. Most chapters will include an art project of that time period or culture. Various media will be used.

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, are goals of the program.

Photography - Photography will cover the basics, from familiarizing oneself with camera controls, film, exposure, lighting, etc. Emphasis will be placed on composition, the elements of Art: line, shape, texture, color and value, along with form. Black and white and color photography will be the main focus.

HEALTH / PHYSICAL EDUCATION

Physical conditioning classes provide a physical release and emotional balance for the stresses of class work and adolescence. Sports also provide a safe arena for the early risk
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taking that leads to confidence, courage, and achievement later in life. Girls learn to work cooperatively, to support each other's efforts, and to push their own individual efforts --- three characteristics that will serve them well throughout life. As the girls build physical fitness, they develop healthy outlets for tension, making life more enjoyable.

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 including intramural sports with the intent of maintaining a lifetime approach to conditioning and fitness.

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.

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.

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 to 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.

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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.

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.

Study Skills - This course 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 of class.

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.

STUDY HALL

Students at Spring Ridge Academy have an opportunity to focus on their academics. Balancing academic work with daily life and therapeutic work can be a challenge. In order to assist with the balance and time management, there are study hall times for most Phases. Depending on Phase your options for study hall vary. Your grade point average and assignment completion will affect study hall guidelines and attendance. On certain school days and some evenings you will have study hall. There are guidelines laid out for each of these times. Phases II, III and IV students will be placed on the study hall list at the 4.5 week

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grade period, if their grade point average is below 70 percent. If you are on the Study Hall list, you will go to study hall Sunday through Thursday study halls. A new Study Hall list is published every 4.5 weeks. If you have a missing assignment, you will be in study hall those nights the assignment is missing, Sunday through Friday. Teachers and other staff may assign a student to the study hall list based on student performance and behavior. The following are guidelines for study hall:

1. Study Hall participation is not optional for Phases I through III, Phase IV students may pick their activities during study hall
2. Study hall activities are limited to academic class work, reading and book reports. If students have no homework they can read. They may not write letters, write in their journals, or do arts and crafts. Study Hall is for academic work.
3. Phase II, III and IV students have the privilege to conduct study hall in their rooms if they are not on the Study Hall list. These students may do other quiet activities while in their room when their homework is completed. Students may not use this time for hygiene and showering.
4. All activities are to be carried out quietly. Cooperative homework needs to be done with staff permission and a note from your teacher.
5. Phase IV's may utilize the Lyman Lounge for study hall as long as students are not using the Lounge for other activities
6. If a student needs to be consistently redirected, they will go out to do one work hour immediately. At the end of their work hour, they will return to study hall under the same guidelines.
7. A student's academic achievement can affect a student's visit. If a student is not putting forth effort, not turning in assignments and is academically struggling due to effort, the student may lose their visit.

ASSIGNMENT POLICY

All assignments are due when designated by the teacher. The consequences occur if the assignment is not turned in at the time designated by the teacher.

If the assignment is not turned in during the designated class time the student receives a 30% reduction in the assignment grade and must attend Mandatory Study Hall that evening.

2. If the assignment is turned in later than the next class day the student will receive a zero on the assignment.
3. The assignment must be completed by the student even if no credit is being granted. Failure to do so will result in the student being referred to the Principal who will give the student an appropriate consequence.

SCHOOL AND COLLEGE PLANNING / APPLICATION PROCESS

Planning for students' next step academically does not start until Phase III or IV. Preparing for a student's next step involves working with a student, their therapist, the Academic Director,

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parents and at times the student's educational consultant. This process begins with the student speaking with the Academic Director. There are times when a Phase III it is not ready to begin this process. At times a lower Phase student will begin planning for college if the student is a senior and is approved by the Academic Director. The Academic Director will check in with the student's therapist and parents to assess the readiness of the student to begin the process. The Academic Director will inform the student when the application process will begin. At this time the Academic Director will assist the student in laying out the next steps. If a student receives information for applications or recommendations for schools, they need to go directly to the Academic Administrative Assistant for distribution. Students do not handle application recommendations without working with the Academic Director and Academic Administrative Assistant. This person will distribute and collect all information.

ACT / SAT PREPARATION

Spring Ridge Academy hosts a SAT prep class. This class is open to Juniors and Seniors. The classes are held in the Fall and Spring Semesters. The classes meet weekly. If you have questions about these classes, see the Academic Director or the Academic Administrative Assistant. If you are enrolled in the class, attendance is not optional. Address concerns and problems with your parents and Academic personnel.

SAT's are held during Fall and Spring semesters at Spring Ridge Academy. Junior and Senior grade students may attend. At times a student will need to take the ACT. Arrangements are made for this test off campus between the Academic personnel and the student's parents.

STUDENT LIFE

Caseloads

The purpose of student caseloads is to create positive peer culture, support within the community, and to assist students with their individual plans or issues. Students often meet in groups with their caseload. Combined caseloads and caseload meetings are times when students may discuss their personal feelings, issues, and relationships. Students may ask for assistance or feedback, give feedback or confront other community members, or set up goals or plans to meet their needs. Staff may use caseload meeting to confront issues with the group as whole or individual members of the caseload. One of the basic tasks of the caseload group is to offer feedback to members of their caseload wishing to move up to a higher Phase.

Additionally, students focus on accountability and choice in relationships and daily life. Meetings focus on exploring patterns of behavior, self-limiting beliefs, results and agreements. Feedback, support and positive peer interaction will be emphasized. Group topics include: Results, Lessons, Feedback, Withholds, Community Issues, Student Leadership and Life topics.

Students will learn and use appropriately the following terms:

Accountable, Action, Authentic, Assertiveness, Attitude, Acknowledgment,
Accomplishment, Assistance, Attainable

Responsibility, Reality, Results, Risk, Respect, Relationship, Resiliency, Resources,
Recognize, Real Self

Change, Commitment, Choice, Challenge, Consciousness, Courage,
Confidence, Creativity, Confrontation, Community, Communication, Consistency,
Collaborate

COMMUNITY

Preparation for life requires a solid foundation in leadership and social skills. Community staff working together has developed an experiential curriculum that provides the Spring Ridge Academy students the opportunity to refine and incorporate new choices and skills into their everyday lives. SRA students are challenged with a wide variety of activities from peer leadership, community service and team building to checkbook management, public speaking, and etiquette. Knowing how to act, whether in an academic setting, a formal dance with teenage boys, or an emergency situation, builds confidence and trust in a young woman's ability to meet future challenges.

RECREATION

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The recreation program at Spring Ridge Academy consists of on campus sports teams. Students have the opportunity to learn, practice and enhance athletic skills. The sports offered include softball, basketball, volleyball and soccer. A variety of other games and sports are played casually to emphasize teamwork and fun. At times, games are set up with other school(s) to practice team sports and skills.

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 and individually 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 III and IV students have the opportunity to visit a local nursing home and other off campus projects throughout the year. At times, Phase II students participate in off campus service projects with their treatment team approval.

HONOR CODE BOARD

The purpose of the honor code Board is to allow students a voice in creating excellence, honor, honesty, integrity, and accountability in the Community. Honor Code Board is composed of students that have been elected by Community Life Directors and are dedicated to serving their Community. Students may be brought before the Board for offenses such as: lying, stealing, disrespect, breaking rules, and other inappropriate behavior. Dorm rooms that struggle with issues may also be brought to the Honor Code Board for assistance. In addition, students may be brought in front of the Board to acknowledge the gifts they bring, and for leadership in the Community. Students brought before Honor Code Board may receive creative assignments from the board for their actions. Any student in the Community may request another student appear before Honor Code Board by completing the following steps:

1. Complete an Honor Code Report (found in laundry room) describing, in detail, why you are requesting a student or students go before Honor Code Board.
2. Inform the student(s) whom you are taking to the Board why you are taking them, and present them with a Rebuttal.
3. Turn in your Report to a member of the Board.

If you are taken to the Board, it is very important to write a rebuttal. Students have 24 hours to turn in their rebuttal. The rebuttal allows a student to explain her side of the story, take accountability for her actions, and suggest ways in which she may wish to make amends to any injured party(s). Failure to write a rebuttal will be taken into consideration when choosing consequences.

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.

ROOM ORGANIZATION

The dorm areas are common and personal space. Please be respectful to the spaces. We ask that the rooms and furniture in the rooms be kept in a certain order to insure its care and use for many students.

1. Do not hang anything on the beds, mirrors, closets, bookshelves or bed frames. Nothing is to be taped or posted to any of the furniture, ceilings, walls, mirrors, cabinets, or doors.

2. Blinds are to be open during the day and closed at dusk. Blinds need to be closed when changing.

3. Dirty clothes are to be placed in your garment bag.

4. Closet Organization

All t-shirts, polo's, pants, shirts, blazers are hung (school issued

Shoes are placed on the lower shelf

Laundry bag is hung from the clothing rod or set on bottom of closet

Underwear, socks and other small soft clothing (including hats) are to be folded neatly into the top drawer. Any overflow can go to the lower drawer.

The lower drawer may be used for overflow of arts, crafts, games and/or stationary from the bookshelf drawers. Clothes and arts & crafts may not be mixed together into one drawer.

PE shorts and personal clothes may be folded neatly in the underwear drawer.

Extra sheets and towels are to be folded neatly and placed on the shelf above the closet.

The top shelf is to be used for the student's travel bag.

5. Book Shelf Organization

Only 3 knickknacks allowed; includes picture frames, contracts and stuffed animals

No pencils, pens, markers, paint, or any other item that may leak

All books must be standing up; no book is to be lying down. This includes notebooks and notepads.

No loose papers

No pictures laying, standing or taped

No mail

6. Drawers

Arts, crafts and games

Stationary, envelopes, stamps

All pens, pencils, markers, etc. must be contained in a plastic zip lock bag or plastic box

No paints or other liquids are allowed

Excessive papers, old mail, excessive amounts of old journals or any other clutter must be either thrown out or sent home. Letters need to be stored in a manila envelope. (Limit letters to 20)

Updated 10/1/2010

7. One bulletin board is given to each student. The rules given to the students are, as follows:

- Pictures or other paper are to be neatly tucked behind the straps on the board. Do not place anything other than pictures or paper on the board.
- Be gentle with the straps and buttons on the board. Don't pull on them or they will stretch and not hold items.
- Do not mark on the boards with pen or paint and do not staple or pin things on the board.
- Do not have items on the board extending over the edges of the board.
- When you move rooms, the board is left in your old room in the same shape you received it.
- Remember these boards are for you and other girls to use, so please take care of them.
- There may be an empty board in your room. If there are not enough boards in your room, let staff know.
- Do not remove the bulletin board from the wall.

Remember the emphasis is on maintaining these boards so everyone can enjoy them. Damaging the boards will result in fines and losing the privilege of a board.

8. Beds & Under the Bed

- Beds are made neatly every morning and remain made throughout the day. Any extra blankets are folded at the end of the bed. Comforters need to be tucked in all the way around.
- Backpacks are to be emptied each night with the books placed standing upon the bookshelf. The backpacks are then to be stored underneath the lower bunk.
- The stools used to reach the upper shelves in the closet must be folded and placed behind the bedroom door immediately after use.
- Laptop computers may be stored in their carrying case under the lower bunk.
- Musical instruments may be stored under the lower bunk.
- Only three items per student on your bed (i.e., stuffed animals, decorative pillows etc...).

9. Under Sink Boxes; each student is allowed:

- 1 shampoo
- 1 conditioner
- 1 soap
- 1 toothbrush & 1 toothpaste
- 1 body lotion
- 4 facial products
- 1 hair styling product
- 1 blow dryer
- 2 hairbrushes
- 1 comb

Updated 10/1/2010

1 sunscreen

7 barrettes and hair ties (small packages are okay)

electric razor

feminine hygiene products

Only toiletries are to be stored in the box; this may include a hair dryer, hair brush and comb.

1 Perfume or Body spray (plastic bottles)

10. Items are not to be placed on top of toilet tank; only hygiene items are placed on open shelf (Medina Hall only) in the bathroom.

11. Only one bath towel hanging in shower area per person and one hand towel by sinks per person to allow for drying and to prevent the hook from pulling out of the wall.

12. Water bottles are to be stored on top of your boxes under the sink.

13. Phase IV students radios must be within reasonable size, stored in the lounge, and all CD and tapes must be stored in the phase 4 cabinet; limit 5 CD or tapes.

14. When students are not in their rooms please turn lights off.

15. The room log is to be kept in the bin hanging by the sink area in each room.

16. Lock Boxes – All students have a locking box in their closet. Each box is locked with a key and pad lock. Students are responsible for keeping track of their key and for the care and condition of the lock box assigned to them. Student lock boxes may be searched on a random basis or in the case of a security concern. Students are to store only their personal items in their assigned box. When a student moves to another room, they will use the lock box in the new room. The key and lock stays in the closet with the lock box.

ROOM JOBS

Students are assigned jobs in both the rooms and common areas on a daily and weekly basis. Students are responsible for their personal spaces daily.

BEDROOMS (daily):

BEDS: Beds are to be made each morning. Sheets must be on the bed, covers are to be pulled tight and corners squared. Only three items per bed including, pillows, stuffed animals and dolls.

Carpets: Rooms are to be vacuumed daily, even under bed. All personal items are to be put away neatly in appropriate areas.

DUSTING: All furniture and window ledges are dusted daily.

MIRRORS: Mirrors cleaned each day.

Updated 10/1/2010

BATHROOMS (daily):

SHOWERS, TUBS, and SINKS: Wipe down and fixtures each morning after daily showers and grooming.

TOILETS: Will be cleaned inside and out daily.

FLOORS: All floors swept daily.

TRASH: All trash baskets emptied daily.

“SUPER” CLEAN:

Each day the students are assigned one chore to do in depth as a part of super clean. Your chore assignment sheet will note which chore is to be thoroughly completed daily.

BEDROOMS (weekly)

FLOORS: All carpets vacuumed, including under beds and furniture.

WALLS AND DOORS: All walls and doors wiped down, any dirt, streaks, or marks removed.

WINDOWS: All windows will be cleaned inside and out.

BEDS: All linens are to be washed each week.

BATHROOMS (weekly)

SHOWERS, TUBS, and SINKS: All fixtures shined with window cleaner, and soap scum removed. All towels need to be washed weekly.

PERSONALS (weekly)

Remove all belongs from drawers, closets, bath boxes and shelves. Wipe down furniture and put belongings away neatly.

ROOM AND DORM CHECKS

Room checks are done in the daily by the room leader. After the room leader goes through the chores staff checks the chores. Throughout the day room checks are performed. It is important that your room is kept neat and organized throughout the day.

DORM CHORES

Dorm chores are assigned by room leader. Dorm chores are assigned from Sunday to Sunday. These chores are completed during chore time. The student assigned to the duty of “dorm mom” is responsible for checking the chores. Dorm chores are Phase specific.

ROOM INSPECTIONS

Mornings:

- All chores completed
- Water bottles only on bath boxes
- Uniforms/clothes hung neatly in closet, 1 item per hanger
- Bath mat hung neatly over shower door
- Towels hung
- Beds neatly made with sheets on and blankets tucked in
- Closet shelf neat
- Bulletin boards within guidelines
- Only 3 knickknacks are permitted per student to be displayed on shelf unit at a time
- Only school items / books stored on bed during school hours
- Nothing hung on mirrors, beds, closets or shelves
- Drawers left open, neat and organized appropriately

Before Bed: (Beginning at bed and book and quiet time)

- Vanity clear of clutter
- Dresser drawers closed
- Blinds and windows closed
- Floor clear of clutter
- Only slippers are allowed next to the beds
- Students are to be in pajamas
- Backpacks are to be under bed and empty
- Room needs to be organized and tidy

CHANGING ROOMS

Room changes are done for many reasons. Generally these decisions are made by the Community Staff. When students change rooms, it is standard procedure for the student moving into the room to take the empty bed. When changing rooms, students must thoroughly clean their old room before moving into their new room. Staff will check the room before the student moves. Students are responsible for damages done in rooms, so make sure to inspect your old and new room thoroughly.

ROOM LEADER/MENTOR

The purpose of a room leader is to allow students some leadership opportunities in their room. This role serves to teach new students about room expectations and responsibilities. Often the room leader serves as a mediator and teacher. There may be time when a roommate needs some assistance in organization and time management. Room Leaders are responsible for ensuring that all chores are assigned, rooms are clean before classes, before meals, and before "lights out". The room leader gets the super clean chore sheet for the room. Room leaders are to note condition of room in the room log. If room leaders are having difficulty with any of the responsibilities of a room leader seek assistance from the room mentor or staff. The room leader job rotates and is usually a Phase II opportunity. Staff will double check the

room leader's thoroughness. Staff will issue consequences if necessary. The night staff will check each room for cleanliness shortly after their arrival.

If there is a violation, a consequence is given to the student with the violation. If a room leader does not catch the violation, the room leader is given the consequence. If it is unclear who is responsible for the infraction and the responsible party does not identify herself, the whole room receives a consequence.

Room mentors serve as a mentor for the room leader. They are a resource for room conflict, support, and role modeling. Room mentors rotate as well and are typically a Phase III privilege.

Both the room leader and mentor roles are necessary to complete and master prior to moving to phase IV.

ROOM MEETINGS

Often issues in rooms arise and can be a challenge to resolve. Room meetings are a great way to resolve issues, create support, create agreement and move beyond problems. There must be an adult present in room meetings. Community Life Directors are available to assist in room meetings. If you feel that your room needs a room meeting discuss it with your roommates and let a Community Life Director know. At times someone outside the room will determine that a room meeting is necessary.

DRESS CODE/HYGIENE CODE

The following is the Dress and Hygiene Code for Spring Ridge Academy. Any inappropriate clothing or accessories will be sent home.

DRESS

1. Students are to wear the Phase appropriate SRA uniform unless directed by staff. See Phase Privileges & Rules for further information.
2. Pants, skirts and shorts fit appropriately.
3. Socks will be worn with all shoes except sandals or dress shoes.
4. Skirts and dresses will be an appropriate knee length (no shorter than 2 inches above the middle of the knee).
5. No pants or shorts worn under skirts
6. Clothes are to be clean and unstained.
7. No hats worn inside.
8. For Physical Conditioning, students will dress in SRA PC uniforms or leotards.
9. No plunging necklines
10. No midriff showing
11. No image-related clothing or accessories. No studded clothing or belts.
12. Bras and underwear must be worn. Color will be appropriate for outfit. No boxers or thongs.

13. Students are to be appropriately clothed at all times. Clothing needs to be well maintained. Torn, stained, painted or overly worn out clothing is not in alignment with SRA's dress code. Students who appear sloppy or wear incorrect sizes will be sent to change.
14. Students are to be dressed within 10 minutes of showering.
15. Students may only change in shower area or bathroom.
16. Students are not allowed to lounge in undergarments, robes or while nude.
17. Pajamas or long shirts are worn for bedtime, no sweats
18. Pajamas or nightshirts are to be worn for sleepwear only.
19. PE t-shirts are not worn for dress down.
20. The maximum height for school shoes is 1 ½ inches (no platforms).
21. Shirts – uniform and non-uniform –
 - Sleeves are not be rolled except during PC
 - With arms extended over the head, no midribs are allowed to show
 - Sleeveless tops are okay for Phase IV if sleeve is the width of your bra
 - Inappropriate T-shirts; example, words, bands, etc. are not allowed for on-campus or off-campus activity.

HAIR

1. Hair will be shampooed at least every other day and styled daily. Hair will be conservative in color and style
2. Any desired hair treatments or color changes need to be conservative and color needs to be a natural color (two shades from natural color).

HYGIENE

1. Nails will be trimmed and manicured with clear polish or light colored polish, i.e. pink for Phases II, III & IV. No artificial nails. No body or nail glitter.
2. Students will shower daily with soap over entire body. Body lotion is an option that we strongly recommend. Showers will be no more than 7 minutes long.
3. Teeth will be brushed after every meal.
4. If a student is not clean she cannot go to class or anywhere else until she is clean.
5. Clothes, towels and bedding need to be kept clean

JEWELRY

1. See Phase specific rules on jewelry
2. Earrings: hoops the size of tip of pinky, large gaudy earrings are not allowed. No more than one earring in an ear and no gauged earrings.
3. Jewelry and accessories will be conservative and at a minimum. No piece of jewelry or accessory may be over \$25.00 in value. Expensive jewelry will be sent home. No more than two bracelet on each wrist, one ring on each hand and one necklace.
4. All jewelry must be removed during PC, sports events and trainings
5. No body piercing

SHOES

Updated 10/1/2010

1. School shoes (black or brown only) are required for the academic uniform. Sandals may be worn in warm months (sandals must have heel straps).
2. The maximum height of school shoes is 1-1/2 "
3. The maximum height of dress shoes is 1-1/2".
4. Athletic shoes are worn for intramurals, physical conditioning and other sports activities. Certain sports may allow for sport specific footwear.
5. No height restrictions on fall ball and prom shoes but must stay on during entire dance.

UNIFORMS

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 brought up for move up 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

Updated 10/1/2010

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.

PHASE RULES

Updated 10/1/2010

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

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

Updated 10/1/2010

- Successfully serve as a room leader
- Required Reading

THE LITTLE PRINCE
LOST AND FOUND

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
- 7 HABITS OF HIGHLY EFFECTIVE TEENS
THE VELVETEEN RABBIT

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
 - o INSPIRATION SANDWICH
 - o IF LIFE IS A GAME, THESE ARE THE RULES
 - o THE MISSING PIECE MEETS THE BIG O

PHASE PRIVILEGES

PHASE I

- 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. (lacross sticks and bats must be stored in shed)

Updated 10/1/2010

- 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

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

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)

Updated 10/1/2010

- Students may travel on campus by informing staff and without being walked
- 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 (1weeknight and 1 weekend)

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

Updated 10/1/2010

- 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

Updated 10/1/2010

- 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

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 books reports as a Phase move up requirement. The books 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.

PROGRAM COMPLETION OR HIGH SCHOOL GRADUATION

Rose Ceremony

The Rose Ceremony is a part of our Program Graduation. It is a time to honor our graduates for their individual accomplishments. Each girl presents to the graduates a red rose, rainy day letter and tells them of 3 gifts that girl has bought to her life. We use the red rose because it symbolizes love, respect and passion.

Paintings

Program Graduates paint a canvass expressing a part of them selves. The canvas serves as a legacy and is hung throughout our campus in their honor.

Rainy Day Letters

Students completing the program at Spring Ridge Academy receive "rainy day" letters from their peers. Rainy day letters are for the graduate after SRA. These letters are meant to be inspirational, uplifting, and reminiscent.

Exit Interview

Prior to leaving SRA, students are requested to complete an exit interview. Please see forms section for "Student Exit Interview" form.

Attending SRA After High School Graduation

Students may graduate from high school and remain at Spring Ridge Academy to complete the program. In this case, students will continue to take classes and have their high school ceremony postponed until program completion. However, students may not remain at SRA to complete high school after completing the program.

Packing and Shipping before Graduation

Students who are graduating on a Friday must have all of their belongings packed and ready for shipment on the Monday preceding the graduation date. Students who are graduating on any other day of the week must have all of their belongings packed and ready for shipment the previous Friday. Shipping costs will be deducted from the Student Fund Account. It is important not to leave belongings or distribute belongings among the other students. You may not give away any belongings to other students.

Updated 10/1/2010

Any belongings that are left will be shipped up to 30 days after the graduation date for a \$25 packing fee plus shipping costs. If no monies remain in the Student Fund Account and/or 30 days has elapsed, the belongings will be donated to charity.

Contacting SRA After Program Completion

After completing the program or when leaving SRA, we encourage students to use SRA as a support system. You may call Phase IV students on the student phone line or SRA staff members on the dorm extension. Students who do not complete the program may not call into the student line. Exchanging home phone numbers, home addresses or personal email with staff members is not permitted.

LIFE SKILLS

PLACE SETTINGS

There are certain time-honored positions for silver and equipment that result from the way food is eaten and served. So keep in mind these basic placements.

Forks to the left except the very small fish fork which goes to the right.

Spoons and knives to the right with the sharp blade of the knife toward the plate.

Place silver that is to be used first furthest from the plate. Bring in any needed silver on a small tray as the course is served. Always handle silver by the handles.

Place bread and butter plate to the left on level of the water glass.

Water and drink glasses are placed to the upper right.

Coffee cups and saucers are placed to the right.

Dessert forks and spoons may be placed above the plate or brought in with the dessert.

TABLE MANNERS

Sit at assigned table.

Sit straight with both feet on the floor.

Place your napkin in your lap.

Elbows are at your side, not on the table.

Wait to eat until all people at your table have been served and are seated.

Mostly serve from the left and take from the right. Exceptions include butter plate – taken from the left and glasses – poured/served at the right.

Do not reach across table or across other people.

Pass food and equipment – do not slide or shove.

Talk in a low volume with the people at your table – not to other tables. Talk about appropriate topics.

Chair legs are to be flat on the floor – no leaning back or forward.

Eat slowly and with care.

Eat bite-sized portions. Do not stab large pieces of food or eat from the fork.

Do not wander around in cafeteria

Chew with your mouth closed. Do not talk with food in your mouth.

No belching or passing gas.

Use “please” and “thank you” when asking or receiving items.

Remain seated until all people in the room have finished their meal.

Do not complain about food. There are appropriate avenues for suggestions.

It is important to expand your palate. Always take at least two bites of food served.

No sharing or swapping food

Fruit and other snacks are available twice a day

Please do not eat off of plate while walking through cafeteria

Seconds are for students who are approved and have a dietary needs card. Seconds are of the main course and not desserts or nuts, etc.

Return cleared bowls, plates, cups and utensils when finished eating

Ask permission of table leader or staff for permission to get up from table while other students are eating.

Clean up your eating area, table and floor before excusing yourself.

FORMAL DINNERS

Formal dinners will be held weekly and on certain holidays. These dates will be posted on the calendar in the cafeteria. Students participate in formal dinners by caseload. Two caseloads will participate in the formal dinner scheduled and the other caseloads will participate in a picnic. Formal dinners will be set in formal style. The setup and serving of formal dinners will be done by caseloads except after trainings when dinner setup and serving will be done by Phase IV.

MANNERS AND TABLE SETTING TEST

The manners and table setting test is completed by students within two weeks of enrollment. The new student's big sister will review the information and check the manner's test. Once the test is reviewed appropriately, the test is turned into the director of student affairs by the big sister. See forms section of this manual for Manners and Table Setting Test.

STUDENT ALLOWANCE/CHECK WRITING/ACCOUNT

Updated 10/1/2010

Upon admission to Spring Ridge Academy you will receive personal checks that are negotiable only at the school. The purpose of the student allowance account is to assist you in learning to budget. The Director of Student Affairs monitors your checking account. Each month \$50.00 will be deposited into your checking account, which will be used to buy personal necessities from the store and to pay for activities. It is helpful for girls on Phases I & II to save up some money for use on Phases III & IV. Each month you will receive a bank statement. It is important for you to balance your check- book with each transaction so that you balance with the statement at the end of each month. See examples below.

Jane Smith	# <u>1</u>
555-22-1111	
January 1 19 97	
Pay to the Order of <u>Spring Ridge Academy-Store</u> \$ <u>5.45</u>	
<u>Five Dollars and 45/100-----</u> Dollars	
Spring Ridge Academy 13690 South Burton Road Spring Valley, AZ 86333	
Event Date _____	
Memo <u>Store Items</u> <u>Jane Smith</u>	
Not Negotiable	

Check	Date	Description of Transaction	Payment	Deposit	Balance
					\$50.00
					5.45
1	1/06	Spring Ridge Academy-Store	- 5.45		44.55
					3.00
2	1/07	Spring Ridge Academy-Activity	-3.00		41.55
					4.00
3	1/15	Spring Ridge Academy-Store	-4.00		37.55
					2.75
4	1/20	Spring Ridge Academy-Activity	-2.75		34.80
					50.00
---	2/01	Deposit		+50.00	84.80

STUDENT BANKING GUIDELINES

The bank is in the Medina lounge and available for you to use 24/7.

Contents are pulled each day @ 8 a.m.

You are responsible to

Check the Student Affairs Daily report to see if your name is on the report for a late fine, etc.

This report also serves as a communication tool.

All transactions are to be done with **black or blue ink**

Checks are to be completely filled out, including event date and memo lines and excess paper trimmed.

EXAMPLE:

Memo line = zoo, home visit, etc.

Event date line = Date of field trip, home visit, fine, etc. (9 a.m. Dec. 22, 2000)

All transactions need to be legible and complete or they will be returned.

Fines are due by 8 a.m. every Wednesday. The consequence is a check mark each day you are late.

Cash back transactions: (field trips, visits, any time you need cash)

Zip lock bags are provided next to the bank

Write your name, the event and amount requesting on the front

Enclose your check and a blank deposit slip into the bag

Deposit the bag in the bank

Field trip sponsors will hand out your money

Home visit money is kept with your travel arrangements

6. Checks for all field trips or any off campus events need to be deposited **1 week**

prior to date of event. For changes see notes on the "Daily Report"

7. Deposits: double check your amounts and turn in as indicated below:

You may use your zip lock bags or the brown envelopes for depositing currency

All fines - due before 8 a.m. each Wednesday or you will receive a check mark each day you are late

Money from home visits – due upon arrival back at SRA

Monthly allowance checks – due by 8:00 a.m. the next business day

Field trip money – due immediately following event

Student ID's – due upon arrival back to SRA, give to staff to put in your file in the medical office.

8. A \$5.00 fee for all replacement of checks, deposits, check register or ID's

9. Each month balance your register with the statement you receive

You are responsible to keep accurate records and will be asked to turn in your register monthly.

Seek help from your big sister if you need it

10. Any returned checks are done with the daily mail.

OVERDRAWN ACCOUNTS –

- You are responsible to keep an accurate balance and budget your spending
- If your account is overdrawn and you need to purchase emergency items from the school store a staff member must sign your store receipt authorizing the purchase of those items only.
- You may overdraw your account for prom without receiving a consequence.
- Girls that have not made an attempt to balance their accounts, are not current with entries, and account is overdrawn will be assigned to Mandatory Study Hall, a LOA or both until they are balanced

Updated 10/1/2010

EMOTIONAL GROWTH

Emotional Growth is in all aspects of SRA. Students participate in individual therapy, group therapy, family activities and projects, academics, trainings and daily activities. Throughout each phase there are skill based requirements including skits, hosting a speaker, reading Phase books, and additional expectations. Students are expected to be accountable and strive for excellence in all environments of SRA including academic, community, and therapy. In addition, students will face new challenges and risks in each of these environments; as well receiving feedback from each.

PHASES

Spring Ridge Academy has four Phases in which students must integrate the six facets, emotional, academic, physical, community, family and spiritual; progressively through their program:

PHASE I: 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

PHASE II: 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

PHASE III: 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

Updated 10/1/2010

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
- Serve as an officer in family
- Host a guest speaker
- Serve as a peer leader – Big Sister
- Participate in service
- Serve as a room mentor
- Attend and participate in St. Paul's activities

- Follow through on responsibilities required to attend St. Paul's activities
- 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

PHASE IV: 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
- Serve as an officer in family
- 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
- Attend and participate in St. Paul's activities
- Follow through on responsibilities required to attend St. Paul's activities
- 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

Updated 10/1/2010

- 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 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.

SPECIALTY MEETEINGS

Focus Groups are designed to address issues or topics specific to our student population. Students will learn to explore these topics in a safe and supportive setting. Students are placed in a specific course depending on their needs and progress in the program. Possible course topics include Chemical Dependency, Adoption, Shame, Sexual Abuse, Body Image, Values, Transition, Boundaries, Learning Issues, etc.

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.

WORKSHOP PROGRAM

STUDENTS TRAININGS

Each student must successfully complete each seminar before proceeding to the next seminar. Once students have successfully completed a training, they may staff that training. Students need to have been through Action to staff Challenge. To staff a training students turn in a request to staff in the assigned timeline.

- 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.
- ACTION:** A three-day seminar designed to create the opportunity for the student to change non-working patterns of behavior into working patterns.
- COMMITMENT:** A workshop focused on the student's commitment to change, success and excellence. This begins when a student moves to phase four and continues through out that phase.

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 child.
- FAMILY I:** Families are given the opportunity for parents and teens to take a look at the dynamics in the family such as communication, cooperation, caring, 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.

PARENT CHALLENGE

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 in completing this training.

All students will be 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 TRAININGS

During Family Training 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 be returned 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.

POLICY ON NON-SRA STUDENTS ATTENDING SRA TRAINING SEMINARS

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.

BIG SISTER RESPONSIBILITIES

NEW STUDENT _____

ENTRY DATE _____

BIG SISTER _____

COMPLETION DATE _____

ACTIVITY	DATE COMPLETED
	Big Sis/ Little Sis
CHECKBOOK MANAGEMENT	_____/_____ _____
MANNERS/TEST	_____/_____ _____
SET UP MEETING WITH ACADEMIC ADVISOR	_____/_____ _____
HANDSHAKE/EYE CONTACT	_____/_____ _____
INTRODUCTIONS	_____/_____ _____
RULES AND STRUCTURE	_____/_____ _____
SCHEDULE	_____/_____ _____
CLASSROOM CONDUCT	_____/_____ _____
CLASSROOM MATERIALS	_____/_____ _____
PHYSICAL CONDITIONING	_____/_____ _____
STUDENT STORE	_____/_____ _____
THERAPY APPT. SCHEDULE	_____/_____ _____
ROOM ARRANGEMENT/FOLDING	_____/_____ _____
CAFETERIA RULES	_____/_____ _____
BOOK REPORTS & PHASE BOOKS	_____/_____ _____
NEW STUDENT ASSIGNMENT:	
a) 5 Strengths	_____/_____ _____
b) What you learned at previous program	_____/_____ _____
c) "The 4 Agreements"	_____/_____ _____
d) Identify things to work on	_____/_____ _____
e) Phase I mission statement	_____/_____ _____

MANNERS AND TABLE SETTING TEST

1. You are planning a dinner including the following: first course -appetizer, second course –soup, third course-salad, fourth course-entrée, last course-dessert, bread and butter, water and lemonade. In the space below diagram and label how you would set the table for this dinner. Include a serving plate in the middle and a napkin.

DIAGRAM:

2. After you are seated what do you do with your napkin?

3. What do you do if someone asks you to pass the salt?

4. List at least five appropriate manners to be used during eating.

- 1.
- 2.
- 3.
- 4.
- 5.

5. How would describe an appropriate handshake? Why is this an important social and occupational tool?

6. What is one appropriate salutation when meeting another person?

7. If your parents were visiting, how would you introduce them to the other girls?
8. Where are your elbows when eating?
9. Before leaving a formal party or other affair, what should you do?
10. Name three behaviors that would be inappropriate while eating.
 - 1.
 - 2.
 - 3.
11. What is important about writing a thank you note?

Spring Ridge Academy
Student Exit Form

STUDENT _____ DATE _____

Staff must sign their full name when signing off.

STAFF SIGNATURE

- | | |
|-------|---|
| _____ | 1. Student has taken any musical instruments, sports equipment, cameras, computer discs, CDs, art & beauty day supplies and box turned into staff |
| _____ | 2. All fines paid |
| _____ | 3. Checkbook balanced to the bank |
| _____ | 4. Text and library books returned to staff and library |
| _____ | 5. Work hours & LOA's complete |
| _____ | 6. Uniform clothing has been returned |
| _____ | ___ School hangers (12 reg. & 2 clips) |
| _____ | ___ Blazer (if lost must pay for) |
| _____ | 7. Plastic under sink drawer box |
| _____ | (Empy, clean, disinfected & left in closet) |
| _____ | 8. Book shelf empty and clean |
| _____ | 9. Drawers empty and wiped out |
| _____ | 10. Closet area empty & clean |
| _____ | 11. Bathroom area clean and items gone |
| _____ | 12. Bedding is gone and under bed clean |
| _____ | ___ Plastic bed sheet (disinfected & left on bed) |
| _____ | 13. Boxes going home: List items, recorded & given to night staff 2 weeks prior to graduation. |
| _____ | 14. Luggage and Backpack are gone |
| _____ | 15. Student Exit Interview turned in to Suzie Courtney |
| _____ | 16. Identification(s) picked up from office |
| _____ | 17. Meds have been sent with student |
| | (DAY OF GRADUATION OR DEPARTURE) |

Forward to Therapist when form is completed.

Updated 10/1/2010

SPRING RIDGE ACADEMY STUDENT EXIT INTERVIEW

To better understand and evaluate the quality of the services we provide we want your opinion. We ask that you complete this brief questionnaire and provide accurate information; your response will give the entire staff the needed information to improve the overall quality of service. *The results of this survey will be kept confidential.*

Were the services SRA provides explained to you in a timely manner so you knew what was going to happen?

☐ Yes ☐ Somewhat clear ☐ Not clear

Regarding your therapy, were your goals:

☐ Clear ☐ Fairly Clear ☐ Unclear

Were you involved in planning your individualized treatment plan?

☐ Very involved ☐ Somewhat involved ☐ Not involved

Would you use SRA as a resource if the need for treatment would reoccur?

☐ Definitely ☐ Probably ☐ Probably Not ☐ Definitely not

Would you recommend SRA to your friends and relatives?

☐ Definitely ☐ Probably ☐ Probably Not ☐ Definitely not

Are you leaving SRA with a better awareness of yourself?

☐ Yes ☐ Somewhat ☐ No ☐ Not Sure

Are you leaving SRA with better ways to handle your issues?

☐ Yes ☐ Somewhat ☐ No ☐ Not Sure

What kind of progress do you think you have made toward resolving the issues that led you to placement at SRA?

☐ Significant progress ☐ Some progress ☐ No progress ☐ Not sure

Do you feel that the staff at SRA cared about you?

☐ Yes ☐ Somewhat ☐ No ☐ Not Sure

Were you satisfied with your discharge plan?

☐ Yes ☐ Somewhat ☐ No ☐ Not Sure

Were you treated with dignity and respect by all staff you came into contact with?

☐ Yes ☐ Somewhat ☐ No ☐ Not Sure

How helpful was your primary therapist in helping you understand your issues and assist you in resolving them?

☐ Extremely helpful ☐ Very helpful ☐ Somewhat helpful ☐ Not helpful

Did you receive sufficient academic planning for your future education goals?

☐ Yes ☐ Somewhat ☐ No ☐ Not Sure

What did you especially enjoy about SRA? _____

Services which were least satisfactory: _____

Which staff members were most helpful or you would like to give commendations? _____

Satisfaction levels:

(Insert an X in the box that best describes your satisfaction level.)

Rules	☐ Very Satisfied	☐ Somewhat Satisfied	☐ Not Satisfied
Phases	☐ Very Satisfied	☐ Somewhat Satisfied	☐ Not Satisfied
Primary Therapist	☐ Very Satisfied	☐ Somewhat Satisfied	☐ Not Satisfied
Group Therapy	☐ Very Satisfied	☐ Somewhat Satisfied	☐ Not Satisfied
Focus/Specialty Groups	☐ Very Satisfied	☐ Somewhat Satisfied	☐ Not Satisfied
Family Groups	☐ Very Satisfied	☐ Somewhat Satisfied	☐ Not Satisfied
Line Staff	☐ Very Satisfied	☐ Somewhat Satisfied	☐ Not Satisfied
Teaching Staff	☐ Very Satisfied	☐ Somewhat Satisfied	☐ Not Satisfied
Academic Classes	☐ Very Satisfied	☐ Somewhat Satisfied	☐ Not Satisfied
Nursing Staff & Facility	☐ Very Satisfied	☐ Somewhat Satisfied	☐ Not Satisfied
Administrative Staff	☐ Very Satisfied	☐ Somewhat Satisfied	☐ Not Satisfied
Dorm Accommodations	☐ Very Satisfied	☐ Somewhat Satisfied	☐ Not Satisfied
Food Service & Kitchen Staff	☐ Very Satisfied	☐ Somewhat Satisfied	☐ Not Satisfied
Physical Activity	☐ Very Satisfied	☐ Somewhat Satisfied	☐ Not Satisfied
St. Paul's Activities	☐ Very Satisfied	☐ Somewhat Satisfied	☐ Not Satisfied
Trainings: Student Challenge	☐ Very Satisfied	☐ Somewhat Satisfied	☐ Not Satisfied
Action Training	☐ Very Satisfied	☐ Somewhat Satisfied	☐ Not Satisfied
Family I Training	☐ Very Satisfied	☐ Somewhat Satisfied	☐ Not Satisfied
Family II Training	☐ Very Satisfied	☐ Somewhat Satisfied	☐ Not Satisfied

Your suggestions or comments would be appreciated: _____

Student's Printed Name: _____

Student's Signature: _____

Date: _____

