



**A CHOICE FOR CHANGE
A PARADIGM FOR SUCCESS
A COMMITMENT TO EXCELLENCE**

PARENT MANUAL

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



Dear Parents:

Welcome to Spring Ridge Academy – a unique and comprehensive family systems program. We realize how difficult the decision was to place your daughter with us. We appreciate the trust expressed by that decision. Your choice was a strong, affirmative statement of love for your daughter, and you have given her a great opportunity.

In the coming months, you will see her begin to make new and better choices in her life. Your daughter's progress will be neither smooth nor constant. Your partnership, participation, and support of the Spring Ridge Academy program are pivotal to your daughter's success and treatment. Your involvement creates the necessary foundation for a balanced transition back into the home environment. It is important to maintain regular contact with your daughter, to implement the appropriate visitation requirements and to participate in the periodic workshops.

We want you to know what the process typically involves so you can place the letters, phone calls, and personal meetings you have with your daughter in proper perspective. The materials that follow provide you with an orientation to our philosophy, policies, and procedures.

You have been through a lot to get to this juncture, and we want to assure you that you've taken a step that will make a significant difference for you and for your daughter. We are here to serve you, your daughter, and your family.

Warm regards,

Brandon Courtney
Program Director

Suzie Courtney
Executive Director

WELCOME TO SPRING RIDGE ACADEMY

Philosophy

Spring Ridge Academy was created to address the issues of teenage women and their families through a multifaceted and integrated approach. SRA uses a team approach to establish an environment of change, success and excellence for our students. We utilize open lines of communication, mutual respect for all areas of the program, and 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 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
- Builds a foundation for actualizing change by accepting individual choice
- Provides an opportunity to establish self-trust, healthy boundaries, delayed gratification, self-regulation, and balance
- Provides the opportunity for families to establish communication, cooperation and a home 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 areas to meet the needs of young women ages 13-17: emotional, academic, physical, community, family and spiritual. SRA provides:

- A therapeutic program which includes, but is not limited to individual, group, and family therapy
- A family systems approach that establishes a conducive home and transition environment
- 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 series of dynamic workshops for students, parents, faculty, staff and community
- A complete physical conditioning program
- An extensive community integration curriculum centering on the development of social, occupational, and life skills

Belief Statements

1. We believe commitment to continuous improvement enables confident, self-directed, lifelong learners.
2. We believe self-esteem is enhanced by positive relationships and mutual respect.
3. We believe a variety of instructional approaches support learning differences.
4. We believe cultural diversity increases understanding of different peoples and cultures.
5. We believe responsible choice creates proactive outcomes and innovative change.
6. We believe essential knowledge and skills are demonstrated by actively solving problems and producing quality work.
7. We believe a safe and physically comfortable environment promotes learning.
8. We believe appropriate decisions are made in a supportive and challenging learning environment.
9. We believe a learning organization promotes opportunities for all those who work together as a community of learners.
10. We believe in valuing each individual for her 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.

THERAPY

The therapeutic approach at Spring Ridge Academy utilizes a combination of developmentally based approaches, trauma informed lens, and family systems therapy to create a comprehensive scope of treatment. Each family member brings a unique history and pattern of relational development that colors his/her perceptions and influences his/her response to familial interactions. The adolescent, in all cases, is dealing with incomplete social development and is experiencing the critical stage of forming an identity based in worth and value.

At SRA, we evaluate the developmental strengths and struggles of each student and immediately begin to discern where work needs to be done to substantially begin to bring them to a more age appropriate maturity level. Through the practice of healthy boundaries, delayed gratification, self-regulation, and trust, our young women begin to establish an internal set of values and self worth that becomes the basis of their identity.

Trauma often negatively impacts a young woman's development, ability to emotionally regulate, utilize effective coping skills, and achieve life goals and expectations. In addition to cognitive based therapies, Spring Ridge uses evidence based modalities and treatments such as EMDR, Somatic based therapies, and Post Induction Therapy to resolve issues related to trauma.

To promote long term therapeutic success, Spring Ridge believes patterns of behavior within family dynamics must be explored. Family therapy occurs in conjunction with individual therapy to resolve conflict, improve communication, develop a system of trust and support, increase connection, and practice effective boundaries and limit setting by parents. A key element to family therapy is full participation of parents, including: required reading, therapy assignments, and participation in family therapy sessions, visits, and workshops. Parent's attendance in their own individual therapies or support groups is also highly recommended.

Group therapies are frequently the most effective way to work with adolescent populations. Group therapy allows students to practice new styles of relating, practice speaking their reality, setting boundaries with peers, creating healthy connection, and exploring self limiting beliefs. Groups allow a safe environment to practice conflict resolution and for student's to receive feedback and observations from one another. Trauma resolution is also incorporated into group therapy.

Therapist

The master treatment plan is developed during the first month of enrollment. While developing the master treatment plan, your daughter is seen weekly for individual therapy. You will have weekly sessions with the therapist. The goal in all of these sessions is to establish relationship and rapport, creating a timeline while collecting historic information, developmental assessment, and bringing forward recent therapy from previous placements. After the first month, family therapy with your daughter will begin. Out of the master treatment plan specific therapeutic modalities and

interventions will be identified. The plan for style and frequency of family therapy will be designed. You will have weekly contact with your therapist.

ACADEMICS

The Spring Ridge Academy academic program is a major part of our innovative, integrated program that addresses the educational, emotional, physical, spiritual and family issues of teenage women. The college prep curriculum requires the student to work to her full potential to solidify their academic foundation and to develop critical thinking skills required for success in post-secondary education and in a productive life. Teachers assess each student's needs to determine how to best challenge each student based on their needs in the classroom and in the program.

The faculty works to nurture an appreciation for knowledge in our students, so they will become life-long learners-- a requirement of successful people in the 21st century. We endeavor to develop an inquisitive student who can work independently toward established goals and with outlined procedures.

In addition Spring Ridge Academy is a SAT and ACT test site and administers tests on national test dates. In preparation for these tests, juniors and seniors have the opportunity to enroll in test preparation classes offered in the Fall and Spring.

Academic Mentors

Each SRA student has an academic mentor who will monitor her academic and behavioral performance in classes and address academic needs as they arise by working with the small treatment team and developing plans of action. Your daughter's academic mentor will contact you within the first four weeks. If you have any questions regarding your daughter's academic progress or the academic program, please contact our principal, Justin Zych.

*** Course offerings are posted on our website**

COMMUNITY

The community serves as an environment where students develop and practice effective emotional, relational, physical, and creative skills. The community creates an atmosphere of safety, support and respect to encourage students to be mindful of their beliefs, feelings, and patterns of behavior, to understand the impact of these patterns, and to purposely redirect new patterns. The community provides day-to-day structure and guidance to assist with the development and practice of the skills necessary to integrate effectively into the real world.

In our community, students develop a realistic understanding of their own individual strengths and weaknesses. They are encouraged to use this self-knowledge to promote priorities, values and ideals that are purposeful, accountable, balanced, flexible and responsible. In this challenge, we seek to nurture common sense, a sense of justice, a sense of honor, and a sense of humor.

Students are taught and mentored in skills that foster interpersonal relationships, boundaries, self-regulation, structure, leadership, and etiquette.

Community Life Directors

Each treatment team has a Community Life Director (CLD) whose role is to bridge day to day life and therapy. The CLD's bring the master treatment plan goals into daily life and daily life into therapy. Community Life Directors provide group process to address relationships, problem solving, goals setting and coping skills. Parent's weekly phone calls will begin with the CLD facilitating opportunities for deeper and more meaningful exchanges and practicing new communication skills. Assisting students and their families with visit preparation, visit goal setting, and visit debriefing, is a large part of the CLD role. The CLD works with all members of the treatment teams to insure integration and opportunities in all areas of Spring Ridge.

Community Coach Staff

The Community Coach Staff member serves to create an environment of respect, encouragement, accountability, and responsibility with the students of Spring Ridge Academy. The Community Coach Staff works to ensure safety and security, directs daily activities, and assists the students in learning social, occupational, and life skills.

CASELOAD TREATMENT TEAMS

Each student and family has a treatment team comprised of the therapist, two teachers, a CLD, and several Community Coach Staff members. The treatment team reviews the progress of the students on the caseload and develops plans of action and specific recommendations for the student and her family. The caseload treatment teams are responsible for the student's transition from Phase to Phase.

WORKSHOP PROGRAM

Student Workshop Program

Teen Challenge

A dynamic three-day seminar designed to challenge the student's self-limiting beliefs, attitudes and behaviors. This seminar introduces the student to accountability and responsibility for life choices. Siblings between the ages of 14 and 17 are welcome to attend this seminar.

Action Workshop

A three and one-half day seminar designed to create the opportunity for the student to change non-working patterns of behavior into working patterns and to experience a connection with, and love for, self.

Commitment Training

A two-week workshop focusing on a commitment to change, success and excellence through a variety of challenging experiences.

Parent/Family Program

Parent Challenge

A three-day seminar designed to give parents an opportunity to better understand themselves and their daughter. It is also an opportunity for siblings and/or other family members, 18 years or older, to join the family in the healing process.

All students in good standing will be allowed to attend the Parent Challenge graduation. It is possible, however, that a student will not attend the graduation if she has not made sufficient progress in the program. This decision will be made by the student's therapist with the family's best interests in mind.

All students are transported to the graduation site by SRA and transported back to SRA after dinner (approximately 8:30 p.m.). Phase I students will be transported to the dinner on the SRA bus. All other Phases may accompany their parents to the restaurant. No overnights will be allowed following the training. All students must remain at the restaurant until returning to SRA.

We highly recommend a family therapy session on Monday. Please schedule this session with your therapist.

Family I

A three-day seminar providing the opportunity for parents and teens to look at the dynamics in the family prior to SRA and begin to make plans for change. Family sculpting is a key component of this workshop.

Family II

A three-day seminar to prepare parents and teens for the final steps necessary for a successful integration into the family. Working together as a family and dealing with issues in a controlled environment are essential in preparing the student to go home.

During family trainings students will be allowed to stay with their parents beginning Thursday after school. Students whose parents cannot pick them up by 8:00 p.m. will remain on campus. Students returning to campus on Sunday must be on campus by 7:00 p.m. Students that have permission to return Monday must return by 7:45 a.m.

What You May Experience From Your Daughter

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

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

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

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

If we were to assign you a parent job, it would be to always keep your daughter centered on the process of learning to love and trust herself, expanding developmental maturity, and practicing skills that will assist her in living in the “real world” for the rest of her life. Do not let her divert her attention and yours from this focus. Manipulation, at which she may have become quite adept, is about avoidance of the issues that contributed to her being at SRA. Remind her of where she needs to go, and respond briefly or not at all to her manipulations and complaints.

Depending on a number of factors, it can take several months for a student to progress through each of these steps. We generally recommend that parents see Spring Ridge

Academy as a minimum 15-month commitment. Though the time period varies considerably from student to student, the sequence of steps is remarkably similar. If your daughter attended wilderness prior to coming to SRA, she may adjust more readily and may not experience some or any of the following:

Denial

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

"I don't need to be here."

"I can't believe my own parents would do this to me."

"I hate you."

"I hate everyone here."

"You're wasting your money."

"I was doing just fine before."

"This isn't helping me at all."

Dichotomy

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

"Nobody here pays any attention to what I'm doing."

"The food here is really terrible, and they don't feed us enough."

"The staff is just manipulating you so you'll keep me here and pay them."

"Everyone here is really bad and I'm learning to be a delinquent."

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

"If you let me come home I promise I'll be good."

"I'd do better at home working with a really good therapist."

Acceptance

Having tried all the possible manipulations and negotiations to no avail, your daughter eventually decides she really is at Spring Ridge Academy to stay and to change. This is the end of the downward spiral and the beginning of the building up process.

Throughout the acceptance Phase, comments will vary between good and bad, positive and negative, with an occasional final testing of the exit possibilities. You may hear:

"I guess it's not so bad here."

"Some of the teachers are OK."

"I've learned a lot and could do fine if you'd let me come home."

Internalization

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

"My grades in math have really improved."

"I'm beginning to think about college."

"I have made some really great friends here."

SRA INFORMATION

MAIL

Being able to correspond is important to your daughter's progress at Spring Ridge Academy. Letter writing provides an opportunity for thought, coordination of ideas, and time to be mindful of what is being communicated. We encourage regular letter writing. Through her letters, your daughter will learn a variety of important emotional skills, increase her communication and writing skills, and enhance her relationship with the family. If your daughter is not corresponding with you regularly, or if there is any noticeable change in her frequency of letter writing, let her therapist know.

We want our young women to focus on themselves and their family. Once this foundation is established, the students may expand their letter writing to others. Please familiarize yourself with the Phase-specific guidelines section for mail in this manual. We ask you not to permit correspondence outside of these guidelines.

PHONE CALLS

It is one of our goals to help students learn how to interact with their parents in a healthy manner and not 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 significant portion of each phone call is used for the student to discuss what they are learning and what issues they are addressing in therapy. Please familiarize yourself with the Phase-specific guidelines section for phone calls in this manual.

Special Day Exception

Thanksgiving, Hanukkah, Passover, Rosh Hashanah, Yom Kippur, Easter, Christmas, Mother's Day, Father's Day and Student's Birthday: Students on campus during these holidays will make a 5 minute telephone call to their parents. These calls are not specifically scheduled ahead of time. If you have a specific time to receive one of these calls, please contact your CLD.

PARENTING GUIDELINES FOR VISITS

Purpose

The purpose of Parenting Guidelines for Visits is to assist parents in creating a tone and environment of structure and expectations where your daughter will practice new patterns of thinking, feeling and behaving. The purpose is to achieve effective long-term parenting, to develop effective communication, and to establish family unity. Your cooperation in this endeavor is paramount. Visits that do not follow this structure will undermine your daughter's treatment and your progress as a family. Please refer to the Phase Guidelines for specific Phase appropriate information.

Prerequisite for all Visits

Visits must be approved and scheduled a minimum of 10 calendar days prior to the start of the posted non school day visits. Any visits outside of the normal visit window must be approved by the treatment team, the program team and scheduled 10 calendar days prior to the visit. Visits may be declined if requested outside of this time frame.

Attendance in academic classes is a priority and **visits must be scheduled during designated 'non school' days**. Students must be in good standing in the community and academics for all visits. Students who have violated school policy, are incomplete with class assignments, or are not in compliance with the Phase Guidelines, could result in a last minute notice of visit cancellation. **We recommend you always purchase refundable tickets.**

Visit Scheduling – Travel Parameters

Students may not miss any class time or leave a graduation ceremony early to take an earlier flight.

Your daughters' therapist must approve all visits before booking reservations.

After therapist approval, please send all itinerary information to admin@springridgeacademy.com

Spring Ridge Academy uses Willis Sedan Service to shuttle students to and from the airport. They provide a professional Town Car service focused on safely transporting your daughter directly to and from the airport.

We have worked out a flat rate pricing structure, which consists of two price points. The shuttle rate will be either \$125 or \$75 per direction.

- Spring Ridge Academy experiences a large number of students traveling during scheduled Breaks and we attempt to have several students share each shuttle. The one-way price per student with multiple passengers in the vehicle is \$75. The rate for Return shuttles, during the standard timeframe of the Break is \$75.
- The rate for shuttles taking place during non-Break times, or if the time of the departure causes your daughter to ride by herself is \$125. Additionally, flights landing after 7 PM will also be subject to the higher rate.
- Willis Sedan is able to provide additional services as needed. There are times when parents request an escort into the airport. Willis is able to either walk your daughter to Security or stay with her at the gate until takeoff. The rate of up to \$75 per hour applies for this service.
- Willis Sedan is also available for special transportation requests; please contact Fran at 602-292-9649 to discuss your specific situations.

During the Break, it is common for shuttles to leave SRA as early as 4 AM for flights departing around 7 AM. SRA asks that all returning flights be on the ground by 5:30 PM.

The shuttle charges are added to your monthly invoice from Spring Ridge. Please address any shuttle billing questions to Bookkeeper, Barbara VonMoses at bvonmoses@springridgeacademy.com

If you have questions pertaining to ride sharing or shuttle times, please contact Enza Campione-Gawryluk at admin@springridgeacademy.com or at extension 1000.

Procedure for Sending Medication Home on Visits

When a student leaves campus for a home visit, our policy is to give the student a supply of her medication for the days she is away, i.e. if she is gone 5 days, she is given 5 days medication.

Travel Coordinator/Home Visits

Home visits require the Travel Coordinator to have the complete travel itinerary showing travel dates, times, airline and confirmation number. The Travel Coordinator will make the necessary shuttle arrangements for transportation to/from Phoenix Sky Harbor airport.

The Travel Coordinator will meet with each Phase III student to discuss the entire travel process in order to ensure each student feels confident and safe about her upcoming travel. Each student receives her itinerary, boarding pass, \$21.00, and student identification.

Guidelines for Returning to Campus - Arrival time

Students must arrive back at Phoenix Sky Harbor airport by 5:30 p.m. Please notify Spring Ridge Academy emergency cell phone if there are any last minute changes in plans. In the event of a missed flight or flight cancellation, you must notify the company. Please call Willis Sedan Services at 602-292-9649 to inform them of the change or cancellation to avoid a charge for the service.

Food - Plants

Students may not return to campus from a visit with food or potted plants.

Illness or Exposure to Communicable Disease

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

Non-Prescriptive and Prescriptive Drugs

Contact the Medical Office ext. 1120 or 1190, before sending unapproved non-prescriptive or over-the-counter medication.

Finals Week

There are no visit opportunities during finals week. Please check the current semester schedule to confirm finals week dates.

Appropriate Dress

When leaving and returning to campus, students wear their own appropriate clothes.

Phase Specific Guidelines

Phase I - ORIENTATION

Mail – Phase I

Students may write and receive letters only from parents, siblings and grandparents. The therapist must approve any exceptions.

Phone Calls – Phase I

The first week of enrollment, the student begins weekly 10-minute phone calls with her parents. These calls are monitored by a Community Life Director (CLD) for a minimum of 8 weeks and occur with the use of a speaker phone. Note that your daughter may advance to Phase II before the minimum of 8 weeks is met.

Visits - On Campus Guidelines – Phase I

The on-campus visit is an opportunity to learn how SRA's structured planning serves the student body. Parents are welcome to attend academic classes and other daily activities. This is the time to begin to open lines of communication with your daughter. The following rules are necessary to maintain a structured environment:

- Visiting hours are 9:00 a.m. – 4:00 p.m.
- All SRA rules will be followed
- Cell phones / electronic devices are not permitted on campus
- Communication supportive of family connection
- Student will participate in all program activities and parents are welcome to attend with the exception of therapy groups

Understanding Phase I: ORIENTATION

Orientation Phase gives students time to acclimate to Spring Ridge Academy and understand placement at SRA. It is important for students to realize that placement was due to their unmanageable patterns of thinking, feeling and behaving. Students must demonstrate the following skills, expectations, and requirements before advancing to the next phase.

PERSONAL SKILLS

Begins to identify, label, and express feelings appropriately

Begins to understand the concept of working/non working

Begins to use "I" messages

Completes responsibilities on time (Examples: chores, café duties, laundry, evening rituals)

Introduced to the concept of accountability, responsibility, change, and SRA values

INTERPERSONAL SKILLS

Learns and practices introductions, handshake and eye contact

Begins to self-disclose when prompted

Begins to understand and use feedback format

Follows SRA structure, boundaries, guidelines, and accepts redirection

Demonstrates respectful actions to self and others, practice respectful communication

Is courteous to others; thank you, please, etc.

Begins to build trust with self and others

Begins to develop working relationships (Examples: peers, sister caseload, treatment team members)

Works cooperatively with roommates and staff

Begins to delay gratification

ACADEMIC SKILLS AND EXPECTATIONS

Follows classroom rules of conduct and order as specified by the instructor

Completes units, assignments and outcomes of each course

Begins to:

- a. ask relevant questions
- b. work to ability
- c. communicate with Academic Advisor
- d. identify self-limiting beliefs, attitudes and behaviors regarding academics
- e. utilize study time productively
- f. strive for excellence

PHYSICAL WELLNESS SKILLS

Participates in physical conditioning

Practices good posture

Follows medication regimen and medical advisement

Learns healthy lifestyle, including exercise, nutritional expectations and hydration

THERAPY EXPECTATIONS

Participates in establishing treatment goals

Participates in clinical intake

Participates in treatment planning

Completes Family of Origin and debrief

Completes therapy homework as assigned

Works toward honesty and accountability in building relationship with therapist

Is attentive in group and becomes consistently participatory in a respectful appropriate manner

REQUIREMENTS

Shares a meal with each member of the caseload, CLD, teachers, and staff on their treatment team

Learns to write checks and balance account

Learns and demonstrates manners; must pass manners test

Completes orientation binder
Completes Boundary book, boundary packet and quiz
Begins to practice mindfulness and community living skills: makes bed, laundry, room chores, and dorm chores within allotted timeframe
Complete "Toastmasters" introductory speech
Participates in community activities and shares in community groups
Writes a relational letter to family every week
Completes four consecutive successful supervised phone calls
Social media passwords are disclosed to CLD for parental review

Phase II: CONSISTENCY

Mail – Phase II

Students may write directly to aunts, uncles and cousins with parent and therapist approval.

Phone Calls – Phase II

Once the minimum of 8 monitored calls is met, students may begin monitored weekly 20-minute phone call with parents. These phone calls are scheduled by the CLDs and are monitored by the Community Coach Staff members. The purpose of these calls is to increase regular communication and information. As the student progresses through Phase II and creates trust, these calls will be unmonitored.

Visits - Phase II

The purpose of Phase II visits is to establish structure and trust while maintaining open lines of communication. Students are encouraged to implement skills they have learned on-campus during the visit. This time should largely be relational and interactive; it is not a time to necessarily 'vacation'. A Phase II visit is 3 days and 2 nights. Visit departure time may not conflict with school or group hours on academic days. Students must return to campus and check-in by 4:00. Parents may stay for dinner with treatment team approval and depart campus by 6:30 pm.

The following Ground Rules are necessary to facilitate a productive visit:

- Your daughter needs to be directly supervised by a parent at all times while off campus
- No alcohol, illegal substances or cigarettes
- No sexual activity
- No contacting peers or friends
- Phone usage with parent supervision includes family members only
- No Internet, email, texting, telephone, or social media
- Students follow Phase II make up and jewelry guidelines
- Students leave and return to campus in appropriate dress
- Students will not bring inappropriate items back to campus
- Students are not permitted to pass messages for other students
- Students return to campus by 4 p.m. on the day of return

Structural components and expectations set by parents:

- Bedtime and wake up. Your daughter is responsible to set her alarm
- One hour daily physical activity
- Healthy food choices
- Parents determine appropriate music, movies and other media
- Courtesy, respectful behavior, manners, cleanliness, and general utilization of new communication skills
- Students refrain from major appearance changes including hair dye, piercings and tattoos
- Daily hygiene and medication routine
- Shopping is limited to necessities only

Suggested Family Activities

Hiking, cooking, board games, bike riding, service and volunteering, family traditions and rituals, sports, museums, and times to connect as a family in both casual and more intimate exchanges. We strongly suggest renting a house instead of staying in a hotel. You are creating 'family traditions' that will last long after your student's enrollment at Spring Ridge Academy.

Students and/or family members may revert to old patterns of thinking, feeling and behaving. In the case that students begin to engage and behave in some of these 'old' patterns, use the following resources:

- Contact your Community Life Director
- Emergency School Cell Phone (928) 925-4989
- Return to campus to regroup, debrief issue and create a plan for the rest of the visit time with our Community Life Directors or staff
- DEAR MAN – Effective communication skills
(Describe-Express-Assert-Reinforce / stay Mindful-Appear confident-Negotiate)
- Talking/Listening Boundaries
- Mindful Self-Talk
- Family Communication
- Meditation

Understanding Phase II: CONSISTENCY

Phase II is a time for students to begin to integrate back into a structured family system, practice skills learned on campus, develop productive family communication, and apply age-appropriate thinking, feeling, behaving. We want students to exhibit and practice self-regulation, delayed gratification and problem solving skills on these visits.

Students in this part of the process are just beginning to develop a sense of self and identity. Bombarding them with media, electronics, shopping, and other social influences is counterproductive. Your daughter has learned to be more mindful of her patterns of thinking, feeling and behaving. The structure you set for the visit, in

conjunction with your treatment team, needs to be in alignment with this mindfulness. Students and their families must demonstrate the following skills, expectations, and requirements before advancing to the next phase.

PERSONAL SKILLS

- Identifies and challenges self limiting beliefs, behaviors and emotions
- Identifies, labels and expresses feelings appropriately
- Increases working behaviors and pro-social communication
- Identify, redirect and reduce non-working behavior
- Uses "I" messages
- Completes work on time
- Begins to differentiate needs and wants
- Develops personal boundaries
- Practices accountability
- Delays gratification
- Develops problem-solving skills
- Practices self-regulation

INTERPERSONAL SKILLS

- Honestly self-discloses
- Openly participates in groups
- Demonstrates interpersonal boundaries
- Develops working relationships
- Understands and uses feedback
- Follows SRA rules, boundaries, and guidelines
- Practices courtesy and respect
- Establishes trust through honesty and increased vulnerability with self, peers and treatment team members
- Accepts redirection
- Refrains from holding secrets for self and others

ACADEMIC SKILLS AND EXPECTATIONS

- Follows classroom rules of conduct and order as specified by the instructor
- Completes units, assignments and outcomes of each course on time
- Asks relevant questions and contributes to class discussions
- Identifies self-limiting beliefs, attitudes and behaviors regarding academics
- Utilizes study time productively
- Is punctual to all classes
- Develops critical thinking skills as measured by student teacher communication
- Strives for excellence
- Begins to establish relationships with teachers for the sake of academic and personal growth.

PHYSICAL WELLNESS SKILLS

Voluntarily participates in physical conditioning

Practices good posture

Exhibits healthy lifestyle, eating habits, including exercise, nutritional expectations and hydration

THERAPY EXPECTATIONS

Identifies and is working towards treatment goals

Demonstrates functional communication with staff, peers, and family

Understands the model of developmental maturity and immaturity

Addresses ego state continuum

Completes homework and is responsible for sharing

Actively participates in group

Is open, honest and willing in therapy

Identifies and addresses issues with self-esteem and core issues

Identifies and discloses trauma issues with a plan in place to address

Begins to develop family support system during visits and phone calls

Begins to challenge and change filters on family members

Begins to see parents/guardians as allies

Begins to demonstrate ability to set and respect healthy boundaries for self and others

REQUIREMENTS

Practices introductions, handshake, eye contact

Balances checkbook

Practices good manners

Practices Phase I and II community caseload group assignments

Completes daily community skills and responsibilities

Completes "Toastmasters" informative speech

Reads Phase II books and completes book reports: "Man's Search for Meaning" and "The Four Agreements"

Serves as a room leader

Is in alignment with dress code

Completes at least 3 successful Phase II visits

If applicable, actively participates in recovery process and expectations

FAMILY REQUIREMENTS

Practice effective boundaries and limit setting on visits and phone calls

Complete required Phase II reading – "Growing up Again"

Practice balance between being relational and structured

Continues effective communication with letter writing and phone calls

Seeks support and assistance with problem solving from treatment team

Identifies and defines family values

Practices self-regulation and personal boundaries

Phase III: Integration

Mail – Phase III

Students may write to extended family with parent and therapist approval.

Phone Calls – Phase III

Students now have one 20-minute parent phone call on a weekday and one 20-minute phone call on the weekends which are unmonitored. Phase III students have the responsibility and privilege of scheduling these phone calls. In the event parents are divorced or separated, the student is allowed 2 calls per week with 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. If there is a conflict with your weekly phone call time please contact your CLD prior to your scheduled phone call to reschedule the call. If your scheduled call is missed you will resume the call the following week at your regularly scheduled time. If the missed call was due to an emergency situation please contact the emergency cell phone and a staff member will get you in touch with your daughter.

Visits - Phase III

The purpose of Phase III home visits is to assess the structured environment at home, increase rapport between family members, and strengthen communication. Family relationship(s) is the primary focus of these visits. The Phase III visit starts with 5 days and 4 nights, with the first and last days considered travel days. As success is demonstrated, and with therapist approval, the Phase III visit length may increase to a maximum of 6 days, with the first and last days considered travel days. Attendance in academic classes is a priority and visits must be scheduled during designated no school days.

The following ground rules are necessary for maintaining structure, integrity, and trust:

- No alcohol, illegal substances and cigarettes
- No sexual activity
- No Internet, email, texting, telephone, or social media
- Students follow Phase III make up guidelines
- Students leave and return to campus in appropriate dress
- Students will not bring inappropriate items back to campus
- Students are not permitted to pass messages for other students
- Students need to arrive at the Sky Harbor Airport by 5:30 p.m. on the day of return
- Peers and friends are not included in Phase III visits. On the occasion when your daughter meets a peer, she may have a cordial exchange
- Upon returning to SRA, all money will be re-deposited to student checking

Structural Components and Expectations Set by Parents:

- Healthy food choices
- Phone usage with parent supervision includes family members only
- Remove all phones and computers from your daughter's room
- Parents determine appropriate music, movies and other media
- Bedtime and wake up. Students set their own alarm
- One hour daily physical exercise
- Shopping is limited to necessities
- Courtesy, respectful behavior, manners, cleanliness, and general utilization of new communication skills
- Daily hygiene and medication routine
- Students complete household responsibilities in addition to making their bed and cleaning their room and bathroom daily
- Research therapeutic support as recommended by treatment team if applicable i.e. Al-Anon, AA, etc
- Students refrain from major appearance changes including hair dye, piercings and tattoos
- Students must be supervised by parents - Phase III is not a time when students can be left unattended at home or for other activities
- Students need to develop the ability to manage boredom and un-structured time without resorting to television and/or electronics
- Students are to integrate into the home and family structure. Please refrain from making major adjustments to your plans, schedule and routine when your daughter comes home

Suggested Family Activities

Hiking, cooking, board games, bike riding, service and volunteering, family traditions and rituals, sports, museums, and times to connect as a family in both casual and more intimate exchanges.

Students and/or family members may revert to old patterns of thinking, feeling and behaving. In the case that students begin to engage in some of these patterns, you have the following resources:

- Contact your Community Life Director
- Emergency School Cell Phone (928) 925-4989
- Return to campus
- DEAR MAN - Effective communication skills
(Describe-Express-Assert-Reinforce / stay Mindful-Appear confident-Negotiate)
- Talking/Listening Boundaries
- Mindful Self-Talk
- Family Communication
- Meditation

Understanding Phase III: INTEGRATION

Phase III is a time for students to integrate new skills learned into the home environment. On Phase I and Phase II the students and their families have re-established family structure and connection. Now it is time to practice these skills at home while simultaneously adding more responsibilities. Students are expected to exhibit self-regulation and resilience, to develop a sense of identity and self-trust in the home environment, and to become a productive part of the family. Phase III provides opportunity for the student to see their family as their greatest resource and to become a contributing member. A successful integration is based on the commitment of the family system to incorporate and practice new patterns of thinking, feeling, and behaving. Students must demonstrate the following skills, expectations, and requirements before advancing to the next phase.

PERSONAL SKILLS

- Identifies, labels and expresses feelings appropriately through behavior
- Independently completes work on time
- Routinely exhibits healthy internal and external personal boundaries
- Willingly and accountably looks at choice and results
- Delays gratification
- Practices problem solving skills
- Stops impulses and makes new choices on and off campus
- Exhibits self-redirection, self-regulation and self-motivation
- Demonstrates an increase in self-trust, self-confidence, self-esteem and joy
- Acts in an age-appropriate manner and practices appropriate dress and make-up
- Understands the difference between empathy and pseudo-empathy for others

INTERPERSONAL SKILLS

- Develops a personal leadership style in honestly self-disclosing
- Develops working relationships and connections
- Role models giving and receiving feedback
- Follows SRA rules, boundaries, and guidelines; understands purpose
- Exhibits, promotes, and practices courtesy and respect in all areas of SRA
- Establishes trust with self and others through keeping agreement
- Maintains working relationships with others
- Develops ability to expand meaningful relationships and sphere of influence
- Actively supports the SRA community by recognizing problems and creating solutions, organizing and leading activities, understanding the SRA structure, and leading/role modeling in all of these areas
- Begins to actively come to treatment team with working knowledge of current issues and starts to offer possible solutions

ACADEMIC SKILLS AND EXPECTATIONS

- Follows classroom rules of conduct and order as specified by the instructor
- Completes units, assignments and outcomes of each course on time
- Asks relevant questions and drives classroom discussions

Changes self-limiting beliefs, attitudes and behaviors regarding academics: self-enhancing
Utilizes study time productively
Demonstrates critical thinking skills
Strives for excellence
Contributes to the learning environment
Consistently uses communication to maintain productive relationships with teachers

PHYSICAL WELLNESS SKILLS

Sets and achieves personal fitness goals in physical conditioning
Demonstrates a clear understanding of Physical Conditioning movement and participation standards by demonstrating workouts and volunteering to lead PC
Practices good posture
Practices healthy lifestyle by assisting in motivating other in physical conditioning, including nutrition, exercise, expectations and hydration

THERAPY EXPECTATIONS

Continues to demonstrate progress in working toward treatment goals
Actively participates in caseload groups
Begins to take responsibility for content of therapy sessions
Begins to develop a support system at home
Demonstrates more functional patterns within the family system including repairing relational damage with all immediate family members
Identifies continuing patterns of non-working behavior, and demonstrates ability to redirect behavior
Demonstrates ability to self-soothe and refocus in the moment
Actively seeks opportunities for leadership
Begins re-integrating into the home environment and accepts the authority of parents
Demonstrates the ability to hold reality in the face of a different perception
Extends functional SRA patterns of thinking, feeling, and behaving to home environment

REQUIREMENTS

Finds, develops, and participates, in activities that promote joy, connection and involvement
Practices introductions, handshake, eye contact
Follows Phase specific visit guidelines and participates in creating meaningful visit goals
Balances checkbook
Practices good manners
Leads in completing daily community skills
Practices "The Four Agreements"
Understands how daily practice leads to permanent change
Read Phase III book and completes book report: "Outliers"
Learns and practices appropriate dress
Completes "Toastmasters" Speech Dramatic
Staffs a workshop
Three successful Phase III visits

If applicable, participates in recovery process on and off campus; meets or exceeds expectations

Utilizes phone calls to build relationship and deepen familial connection

Social media sites are reviewed for appropriate content with CLD

Completes Phase III Laundry List for family system re-integration prior to the 1st Phase III visit and practices successfully at home with family on home visits (Laundry List outlines family guidelines and rules)

FAMILY REQUIREMENTS:

Establish family values and definitions

Establish non negotiable ground rules for all family members

Establish pattern of routine, expectations and rituals

Demonstrate confidence in limit setting

Utilize tools for conflict resolution

Experiences increased connections, communication, and trust

Complete treatment team assigned reading

Completes Parent Challenge Workshop and Family I Workshop

Establish family values and definitions

Establish non negotiable ground rules for all family members

Establish the pattern of routine, expectations and rituals (i.e. family dinners)

Demonstrate confidence in limit setting

Practice utilizing tools for conflict resolution

Completes assigned reading as assigned by therapists

Must become a big sister/mentor, and good role model for new enrolling student

Phase IV: Transition

Mail – Phase IV

Students may write other adults and friends with parent and therapist approval.

Phone Calls – Phase IV

Students have up to one hour during the week to talk with parents.

In addition, Phase IV students have another hour of family call time on the weekends plus a 30-minute call with a friend. In the event the parents are divorced or separated, the student is allowed two calls per week from each parent.

Visits – Phase IV

The purpose of the Phase IV home visits is to maintain ongoing skill development both on campus and in the home or transition environment. As long as a school break allots, a Phase IV visit starts with a maximum of 6 days and 5 nights, with the first and last days considered travel days. As success is demonstrated, and with therapist approval, the visit length may increase to 7 days and 6 nights, and graduate to 8 days and 7 nights.

To support this part of the process, adhere to the following guidelines:

- No alcohol, illegal substances and cigarettes

- Students leave and return to campus in appropriate dress
- No sexual activity
- Students will not pass messages for other students
- Parents determine music, movies and other media
- Shopping is limited to necessities
- Students will not bring inappropriate items back to campus
- Students refrain from major appearance changes including hair dye, piercings, and tattoos

Structural components and expectations set by parents:

- Bedtime and wake up. Students set their own alarm.
- One hour daily physical exercise
- Healthy food choices
- Courtesy, respectful behavior, manners, cleanliness, and general utilization of new communication skills
- Remove all phones and computers from your daughter's room
- Friends and social events are approved by parents ahead of time
- While Phase IV incorporates peers, there needs to be balance in family quality and connection
- Daily hygiene and medication routine
- Attire and make up is at parent discretion
- Students complete household responsibilities in addition to making their bed and cleaning their room and bathroom daily
- Implement therapeutic support as recommended by treatment team
- Students need to develop the ability to manage boredom and un-structured time without resorting to television and/or electronics
- Students are to integrate into the home and family structure. Please refrain from making major adjustments to your plans, schedule and routine when your daughter comes home

Suggested Family Activities

Hiking, cooking, board games, bike riding, service and volunteering, family traditions and rituals, sports, museums, and time to connect as a family in both casual and more intimate exchanges.

Students and/or family members may revert to old patterns of thinking, feeling and behaving. In the case that students begin to engage in some of these patterns, you have the following resources:

- Contact your Community Life Director
- Emergency School Cell Phone (928) 925-4989
- Return to campus to regroup
- DEAR MAN - Effective communication skills

(Describe-Express-Assert-Reinforce / stay Mindful-Appear confident-Negotiate)

- Talking /Listening Boundaries
- Mindful Self-Talk
- Family Communication

Understanding Phase IV: TRANSITION

While on Phase IV students will begin to establish a routine for life after Spring Ridge Academy. The routine will acquaint them with skills needed for academic, social, emotional, therapeutic and family life after SRA. Students will increase their level of self-reliance and resilience while expanding their comfort zone by taking age-appropriate risks while maintaining a sense of self. Students will develop a peer group that shares common values and supports establishing boundaries and age-appropriate behavior. Students will take more responsibility for managing their structure and schedule within the parameters of family guidelines and expectations. Phase IV is the time to create after-care plans and specific support systems including the following: setting up and meeting with a therapist, choosing a school, attending appropriate support groups, balancing social events with family time, and facilitating volunteer opportunities and/or job planning. Students must demonstrate the following skills, expectations, and requirements before program completion date is assigned.

PERSONAL SKILLS

Honestly and appropriately demonstrates personal acceptance, love and trust

Expresses feelings appropriately

Demonstrates emotional intensity congruent to situation (scaling)

Is on time and completes work on time

Exhibits healthy personal boundaries on and off campus; particularly in peer situations

Delays gratification

Practices problem solving skills with peers on and off campus

Operates from new choices, personal values and goal oriented behaviors, on and off campus

Utilizes self-redirection, self-regulation, and self-motivation as normal life stressors increase

Demonstrates an increase in self-trust, self-confidence, self-esteem and joy

Willingly and accountably looks at choice and results

Practices appropriate dress and make up on and off campus

Acts in an age-appropriate manner

Actively problem solves and/or seeks assistance in times of need

Operates as authentic self by valuing, new choices and goal oriented behaviors

Incorporates results and choice as a change process: intention

Demonstrates empathy for others and reduction in egocentric behavior and attitudes

Works regularly with Transition Coordinator to create the best transition plan possible and to smooth out issues that arise

Completes laundry list, making it specific to post SRA (home, college, boarding school, etc.)

Practices hobbies that bring joy (musical instruments, reading/writing, card games, etc.)

Stays present on campus

INTERPERSONAL SKILLS

Willingly self-discloses struggles with transition planning utilizing problem solving skills and seeking assistance

Stays involved and connected in the community

Develops working relationships on and off campus and expands circle of friends

Maintains, understands and utilizes feedback to promote personal growth in self and others

Understands value of SRA rules, structure and guidelines, with no major rule violations

Understands the purpose of rules and chooses personal integrity

Demonstrates respect and leads in practicing courtesy

Practices personal integrity through patterns of honest accountable, relational interactions

Balances privileges and responsibility

Proactively balances family time and friend time

Promotes respect in all areas of SRA

Actively supports the SRA community by recognizing problems and creating solutions, organizing and leading activities, understanding the SRA structure, and leading/role modeling in all of these areas

Participates in pro social activities with working friends at home

ACADEMIC SKILLS AND EXPECTATIONS

Promote classroom rules of conduct and order as specified by the instructor

Completes units, assignments and outcomes of each course on time

Utilize self-enhancing beliefs, attitudes and behaviors regarding academics: self-enhancing

Utilizes study time productively

Initiates collaboration with other students

Demonstrates critical thinking skills

Demonstrates and strives for excellence

Is a leader in the classroom discussions

Models effective student teacher relationships

PHYSICAL WELLNESS SKILLS

Continues to achieve personal goals

Motivates others and shares fitness goals by creating and leading workouts for PC (these can be part of the exercise plan post SRA)

Practices good posture

Exhibits healthy lifestyle, including Exercise, Nutrition expectations and Hydration

Assists in motivating others and self in physical wellness

Creates plan for exercise and nutrition post SRA

THERAPY EXPECTATIONS

Demonstrates an ability to actively work toward completion of treatment goals
Actively leads in caseload groups (giving and receiving appropriate feedback)
Recognizes the difference between working and non-working friends
Creates a support system in the home or transition community
Extends functional behaviors demonstrated at SRA into the home environment
Family understands relapse prevention strategies
Handles peer relationships at home in a consistently functional manner
Develops and utilizes a list of both individual and group resources in the transition community
Develops transition plan of action
Therapist and Psychiatrist (if applicable) established at home

REQUIREMENTS

Practices Introductions, handshake, eye contact
Balances checkbook
Practices good manners
Completes daily community skills
Actively engages in activities for personal growth (intrinsic motivation)
Practices appropriate dress
Completes Action and Family II workshops
At least 4 successful Phase IV visits
Selects and reads personal growth books and completes literary analysis and presentation to community
Reads Phase IV book: "The Lost Years"
Find, develops and participates in activities of importance at home that support physical connection and social involvement
Incorporates values into family structure
Consistently upholds personal responsibility and agreement in family

FAMILY REQUIREMENTS

Ensures there is a home therapist and if applicable, psychiatrist set up
Upholds visit structured guidelines and laundry list
Completes Family II Workshop
Incorporate family values into parenting; setting limits, guidelines, structure)
Upholds non-negotiable rules and limits
Social media sites are reviewed by parents for appropriate content

SRA UNIFORMS PHASES I THRU III

SRA provides each student with:

- Shirts – One of each color, red, blue, green, and white
- Polo Short Sleeve (4)
- Polo Long Sleeve (4)
- Oxford shirt (2)
- Skirt (3)

Phase IV

May wear their own appropriate business casual clothes

INAPPROPRIATE ITEMS

- Razors
- Glass or mirror
- Aerosols
- Toxic glue
- Sharpie
- Sharp objects
- Scissors
- Knives
- Curling irons and flat irons
- CD's & players
- Computer games/appliances
- Sewing kit
- Dark make-up/lipstick
- Photos of friends
- Photos of non- working people
- Photos of inappropriate items
- Food/Candy/Gum
- Phone Numbers
- Pornographic materials
- Satanic materials
- Cigarettes/drugs/alcohol
- Drug paraphernalia
- Matches/lighters
- Satanic items
- Cameras (camera club only)
- Candles
- Flashlights/reading lights/pen lights
- Inappropriate music and media
- Thong underwear
- Boxer shorts
- Laptops
- Magazines or cut outs
- Liquid gel air freshener
- Logo's (labels on underwear, pajamas, jeans and tennis shoes, are accepted)
- Anything determined to be unsafe, dangerous, or inappropriate.

Phase IV may have the following items

- Razors
- Glass
- Scissors
- CD's & Players
- Curling/flat Irons
- Sewing kit
- Phone numbers

PERSONAL BELONGINGS

We recommend no expensive belongings on campus. We screen incoming clothing and jewelry for appropriateness. **Please check with a CLD before sending any personal items to your daughter.**

MONEY

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

EMERGENCIES

In the event of a family emergency, call the main school number during business hours, 928-632-4602. After business hours, please call the emergency cell phone number (928) 925-4989.

RUN PROCEDURE

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

POLICY FOR SPECIAL TRANSPORTATION

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

HEALTH CARE INFORMATION

Spring Ridge Academy is dedicated in seeing that your daughter receives the best care possible. We ask that you support your daughter in coming directly to the Health Department to ask for any health related needs.

Our best contact hours are Monday thru Friday, 8:00 a.m. to 2:00 p.m. If we are unavailable, please leave a message and we will return your call as soon as possible. Community staff may reach SRA medical personnel 24 hours a day for urgent matters

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

You may wish to investigate alternatives to your current medical insurance for your child. Find out if your current insurance company has an out of network referral clause. If so, we will be able to provide you with a list of doctors. Blue Cross Blue Shield of

Arizona Individual Enrollment may be an alternative for your daughter if your insurance is not valid in our area.

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

Medication

Medications are distributed at designated times throughout the day.

PRN Medication

PRN medications are over the counter meds such as Ibuprofen, Tylenol, cold meds and so on. These types of medication are available for purchase from the medical department, and students are billed at the end of each month. They are sold on an as needed basis. Parents are asked not to send these types of medications into the school.

Vitamins/Supplements

It is our philosophy that supplementing the diet of adolescent females has therapeutic benefit. There is a list of approved supplements available for your daughter to take on daily basis. You will be asked to provide consent for your daughter to receive them upon her enrollment.

Should you request additional supplements for your daughter, a physician's prescription for them is required along with a review with our medical team. Any supplements that are sent in outside of these parameters will be shipped back.

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. Our psychiatrist is an independent contractor and not an employee of SRA.

Insurance Billings

As a means to assist parents in recovering costs from insurance companies, upon request, Spring Ridge will provide parents with a quarterly insurance billing statement for their use in filing for possible reimbursement. However, we do not provide the services of verification of benefits, pre-authorization, claim submission and tracking, appeals or review. For assistance with navigating the health insurance bureaucracy, parents may seek advice with companies that specialize in health insurance claims management and advocacy.

Formal Grievance Policy

Philosophy

To insure that all students receive fair and equitable treatment during their enrollment at Spring Ridge Academy. The formal grievance procedure will be explained to the student and parent within 72 hours of admission.

Policy

In an effort to protect the rights of students and preventing abuse, neglect, or mistreatment, it is the policy of Spring Ridge to investigate and resolve any reported allegations.

If a student, any of her family members or the legal guardian feels that the student has been treated unfairly or shown disrespect or misconduct by a staff member, students or other parties within Spring Ridge Academy, they may file a formal grievance by filling out a formal grievance form, or writing on any paper available to them, and turning it into the appropriate Department Director. The Department Director who receives the initial grievance is responsible to distribute the formal grievance immediately upon receipt, to the Director of Administration, Clinical Director, Department Director of Staff member(s) involved in grievance, and the student's Therapist. All formal grievances will be initially reviewed by the investigative team which consists of all Program Team members. The Clinical Director will answer the formal grievance within 48 business hours and is responsible for directing any such investigation in a fair, objective, consistent and thorough manner. In the absence of the Clinical Director, the Director of Administration, or the Department Director is responsible for answering the formal grievance and conducting the investigation.

If the formal grievance response is not satisfactory at this level to the student, any of her family members or the legal guardian the next level of appeal will be the Arizona Department of Health Services.

The deadline for the filing of a grievance shall be within 48 hours of the occurrence of said grievance.

Investigation Procedure:

The following general procedure will be used for all situations in which misconduct affecting student welfare has been *alleged*. This would cover, for example, allegations of student to student or staff to student sexual misconduct with students, giving drugs to students, physical or emotional abuse of any kind toward students, student neglect, major offenses by staff on the premises observed by students or another staff member, which could potentially (directly or indirectly) affect student welfare.

The staff member(s) or student(s) in question that constitutes an immediate threat or alleged threat to the student will immediately separate from the student pending further investigation. The staff member in question may be placed on administrative leave pending the outcome of the investigation.

The investigation will take place under the direction of the Clinical Director. The Department Director will notify the staff member(s) of the grievance. The Clinical Director and an assigned program team member will privately interview all potential witnesses or any students or staff members having any information that may shed light on the issue. All parties involved in the report of misconduct are to produce a written statement documenting the circumstances of the allegations in as much detail as possible.

The student's parents or legal guardian(s) and referring consultant (if applicable) are to be notified by the primary therapist within 24 hours of receipt of grievance. In the absence of the primary therapist, the Clinical Director will do the notifications.

After conducting the investigation, the Clinical Director will attempt to resolve the allegations. If a determination is made that child abuse or other delinquent/criminal acts appear to have occurred, the proper authority and/or state agency is notified by the Clinical Director.

If the investigation substantiates the written allegations, the employee(s) will be terminated or otherwise counseled according to the severity of the allegation.

Policy Against Discrimination

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

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

Spring Ridge Academy does not discriminate by race, color, religion, gender and national or ethnic origin in the administration of our hiring practices, educational policies, admissions policies, and other school administered programs.

Levels Of Appeal

Community Director
Clinical Director
Director of Administration
CEO

STATE OF ARIZONA AGENCIES

Adult Protective Services – (877) 767-2385

Child Protective Services – (928) 277-2825 – Hotline (877) 767-2445
1519 W. Gurley Street – Ste 2
Prescott, Arizona 86305

Child Protective Services
3274 Bob Drive
Prescott Valley, Arizona 86314 – (928) 277-2600

Turning Point Youth Crisis Shelter and Hotline - (928) 778-7900
1718 Willow Creek Road Avenue
Prescott, AZ 86301

AZ Department of Health Services
Bureau of Residential Facilities Licensing – (602) 364-2639
150 North 18th Avenue
Suite 410
Phoenix, Arizona 85007

AZ Department of Health Services
Office of Human Rights – (602) 364-4585 or (800) 421-2124
150 North 18th Avenue
Suite 210
Phoenix, Arizona 85007

Statement of Student (Resident) Rights

All Spring Ridge Academy clients shall be afforded the following basic rights:

1. A resident is treated with dignity, respect, and consideration;
 - a. The program environment of care supports the positive self-image of the resident;
2. A resident is not subjected to:
 - a. Abuse;
 - b. Neglect;
 - c. Exploitation;
 - d. Coercion;
 - e. Manipulation;
 - f. Sexual abuse;
 - g. Sexual assault;
 - h. Seclusion;
 - i. Restraint, if not necessary to prevent imminent harm to self or others;
 - j. Retaliation for submitting a complaint to the Department or another entity;
 - k. Misappropriation of personal and private property by a behavioral health residential facility's personnel members, employees, volunteers, or students;
 - l. Discharge or transfer, or threat of discharge or transfer, for reasons unrelated to the resident's treatment needs, except as established in a fee agreement signed by the resident or the resident's representative; or
 - m. Treatment that involves the denial of:
 - i. Food,
 - ii. The opportunity to sleep, or;
 - iii. The opportunity to use the toilet;
3. Except as provided in (3.f.i.ii.iii.) below, and unless restricted by the resident's representative, is allowed to:
 - a. Associate with individuals of the resident's choice, receive visitors, and make telephone calls during the hours established by the behavioral health residential facility;
 - b. Have privacy in correspondence, communication, visitation, financial affairs, and personal hygiene; and
 - c. The use of bulletin boards; and
 - d. Mail and telephone usage as defined by SRA policy; and
 - e. Unless restricted by a court order, send and receive uncensored and unopened mail; and
 - f. If the therapist, at the direction of the clinical director, determines that a resident's treatment requires the behavioral health residential facility to restrict the resident's ability to participate in the activities in (3.a.b.c.d.), the therapist (under direction of the clinical director) shall comply with the following requirements:
 - i. Document a specific treatment purpose in the resident's medical record that justifies restricting the resident from the activity that

- includes a time frame in the care plan, and the restriction is reduced or eliminated as soon as it is no longer therapeutically indicated, and
 - ii. Inform the resident or resident's representative of the reason why the activity is being restricted, and
 - iii. Inform the resident or resident's representative of the resident's right to file a complaint and the procedure for filing a complaint.
 - g. Keep and use personal clothing and possessions, unless this infringes on others' rights or is therapeutically contraindicated (personal items belonging to individuals served are taken and secured by staff only when therapeutically indicated);
 - h. Uniforms provided are suitable to the season, age appropriate, and socially appropriate (that is, similar to that worn by persons in the external environment), and sufficient to permit laundering, cleaning, and repair;
- 4. A resident or the resident's representative:
 - a. Except in an emergency, either consents to or refuses treatment;
 - b. May refuse or withdraw consent to treatment before treatment is initiated, unless the treatment is ordered by a court according to [A.R.S. Title 36, Chapter 5](#), is necessary to save the resident's life or physical health, or is provided according to [A.R.S. § 36-512](#);
 - c. Except in an emergency, is informed of proposed treatment alternatives to the treatment, associated risks, and possible complications;
 - d. Is informed during orientation of the following:
 - i. The resident complaint process; and
 - ii. The program rules;
 - iii. The name of the staff member(s) who has primary responsibility for care, treatment, or services;
 - iv. Expectations, responsibilities, policy and procedures, consequences, meeting financial commitments, related to care, treatment, or services;
 - e. Except as otherwise permitted by law, provides written consent to the release of the resident's:
 - i. Medical records, and
 - ii. Financial records
 - f. Parent(s) or legal guardian(s) may choose to delegate decision making to someone legally appointed, if the parent or legal guardian is unable to make decisions about a residents care, treatment, or services, or chooses to delegate decision making to another, the program involves the legally appointed decision-maker in making these decisions;
 - i. When the legally appointed decision-maker is responsible for making care, treatment, or services decisions, the program will respect the legally appointed decision-makers right to refuse care, treatment, or services on behalf of the resident served, in accordance with law and regulation.
 - ii. The resident served has the right to involve her family in decisions about care, treatment, or services. When there is a legally

- appointed decision-maker, the resident can exercise the right to involve the family on behalf of the resident served, in accordance with law and regulation.
- g. Is provided the right to request the opinion of a consultant (at the expense of the resident's representative);
 - h. Is provided the right to request an internal review of the plan of care, treatment, or services;
 - i. Is informed about unanticipated events that relate to death or serious physical or psychological injury considered reviewable by The Joint Commission;
 - i. Parent(s) or legal guardian(s) or legally appointed decision maker is responsible for issuance of any health care directives (preferences for health care during a serious illness) for resident;
5. A resident has the following rights:
- a. Not to be discriminated against based on race, national origin, religion, gender, sexual orientation, age, disability, marital status, or diagnosis;
 - b. To receive treatment that:
 - i. Supports and respects the resident's individuality, choices, strengths, and abilities, cultural and personal values, beliefs, and preferences;
 - ii. Supports the resident's personal liberty and only restricts the resident's personal liberty according to a court order, by the resident's or resident's representative's general consent, or as permitted in this Chapter; and
 - iii. Is provided in the least restrictive environment that meets the resident's treatment needs;
 - iv. In a manner tailored to meets the needs of a resident with language, vision, speech, hearing or cognitive impairments, and inability to understand;
 - c. To receive privacy in treatment and care for personal needs, including the right not to be fingerprinted, photographed, or recorded without consent, except:
 - i. A resident may be photographed when admitted to a behavioral health residential facility for identification and administrative purposes;
 - ii. For a resident receiving treatment according to [A.R.S. Title 36, Chapter 37](#); or
 - iii. For video recordings used for security purposes that are maintained only on a temporary basis;
 - d. Not to be prevented or impeded from exercising the resident's civil rights unless the resident has been adjudicated incompetent or a court of competent jurisdiction has found that the resident is unable to exercise a specific right or category of rights; and
 - i. The right to participate in personal spiritual time on-campus during scheduled weekly spiritual or free-time periods;
 - ii. The right to off-campus pastoral services during family visits;

- e. To review, upon written request, the resident's own medical record according to [A.R.S. §§12-2293](#), [12-2294](#), and [12-2294.01](#);
- f. To be provided locked storage space for the resident's belongings while the resident receives treatment;
- g. To have opportunities for social contact and daily social, recreational, or rehabilitative activities;
- h. To be informed of the requirements necessary for the resident's discharge or transfer to a less restrictive physical environment;
- i. To receive a referral to another health care institution if the behavioral health residential facility is unable to provide physical health services or behavioral health services for the resident;
- j. To participate or have the resident's representative participate in the development of or decisions concerning treatment, including the right to access and request amendment to resident's health information and to obtain information on disclosures of this information;
 - i. The program provides the resident served or resident's representative with the information about the outcomes of care, treatment, or services that the individual needs in order to participate in current and future behavioral health care decisions.
- k. To participate or refuse to participate in research or experimental treatment;
- l. To receive assistance from a family member, representative, or other individual in understanding, protecting, or exercising the resident's rights.
 - i. If the resident served is disoriented or lacks capacity to understand rights at admission, she is informed again when she is able to understand.
- m. Provided an environment that minimized distractions that interfere with therapeutic activities, promotes awareness of day, time, and season.

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