



THE Cedar Spectrum

"This time, I was very aware of the beauty of nature around me. I felt more grounded, but this was only one more step in my growth throughout my Trails Trip experience."

BLAZING TRAILS



By Tessa, expert 900 and high school graduate

CEDAR RIDGE INSIDE:

Blazing Trails Senior Article	1
Spectrum is Back	2
The Bulletin Board	5
Design for Success	6
Cedar Ridge Talent Show	8
Cedar Spectrum Revisited	10
Volleyball	11
Write for Us	11
Calendar and Quotes	12

At Cedar Ridge, there are many trips and activities that students may enjoy. One of these adventures that has earned much praise is Chad's Trails Trip.

This event consists of Chad bringing a few high level students north of Vernal for a six mile hike. We do this to help form a new trail for the Bureau of Land Management so that the people of the Uintah Basin can enjoy the great outdoors for years to come.

Continued page 3

THE SPECTRUM IS BACK!

The Cedar Spectrum has returned to production. Please let us know if you would like to receive a paper or digital copy each month. This newsletter is fully complimentary, and we'd love to share it with you!

Email: STAFF@CEDARIDGE.NET

Phone: 435-353-4498

Or mail:

Cedar Ridge Academy
4270 W. 5625 N.
ROOSEVELT, UTAH 84066



Now Enrolling!

Cedar Ridge Academy is a transitional boarding school now accepting applications for students in grades 9 through 12 who are seeking a structured, supportive, and flexible opportunity for credit recovery at a college preparatory curriculum level.

Please contact Sean Haggerty, Dean of Admissions, at 435-353-4498 ext. 117, or admissions@cedaridge.net.

WWW.CEDARRIDGEACADEMY.NET

Cedar Ridge Academy admits students of any race, religion, sexual orientation, or national or ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, religion, sexual orientation, or national or ethnic origin in administration of its educational policies, scholarship, athletic and other school-administered programs.

BLAZING TRAILS, CONT.

We spend our day hiking, talking, laughing and finish up the night at the Golden Corral for dinner. I have had the privilege of setting the record of attending four trails trips and have enjoyed every one of them.

The first Trails Trip I went on was by far the most eventful. I was a new high level, getting 700 just weeks before, and I didn't know what to expect. At first I was nervous because I was allowed to do much more than I would normally be allowed to do on campus. I was allowed to talk to boys for the first time in three months and I wasn't going to be under constant supervision from staff. I got into the car with my heart pounding and palms sweaty. I felt like a child on my first day of kindergarten, but I knew what I had to do to help myself. I started talking and being open. Before I knew it, I was having so much fun and the fear was gone. I was so intrigued with this new found sense of freedom that I barely noticed my aching legs and tired feet. Since I'm not from Utah, it was interesting for me to hike in a place with so few trees but I loved the view of the red rock and the feel of the sun on my back. It was an amazing way to feel at peace and connected with nature again. After a long day of hiking and learning about trees and animals, we headed to Golden Corral to fill our bellies. Now you see, this was a special Trails Trip because when we were done eating, Chad took us to a story telling festival at the Vernal High School to listen to a group of people who travel around and tell stories. The long day evoked many emotions for me, most of which were pride in how far I had come, and of course I had tons of fun. This gave me motivation to work hard so I could go on more trips like this one.

My next Trails Trip was a completely different experience. I, along with four other students, had just come back from a trip called Envirothon in Cedar City, Utah. We had spent weeks together preparing for this event. We then spent a few days together presenting our plans for environmental issues to different groups of people and taking tests to evaluate our knowledge on these subjects. This year, Chad had agreed that it would be fun to have our team as his Trails Trip group. This was different from my past experience because we all knew each other so well that it felt like we were just a few friends going hiking together instead of a bunch of kids from Cedar Ridge going on an organized trip. It was a great way to celebrate our successes and hard work as an Envirothon team. I could feel the changes

in myself. Rather than feeling anxious as I had on my first Trails Trip, I was calm and relaxed. I could even focus more energy on noticing the setting around me. I was aware of all the different rock formations and the interesting ways some of the trees were contorted. I remember one specifically that was growing out of a rock that was so twisted around itself that it looked almost like a boa constrictor wrapped around its prey. This time, I was very aware of the beauty of nature around me. I felt more grounded, but this was only one more step in my growth throughout my Trails Trip experience.

A long year later was my third Trails Trip. This was another time where I was close to the majority of the people on the trip. It was interesting how much the trail stayed the same. I could still smell





Tessa and her good friend Nisty out in Uintah Basin's sunshine.

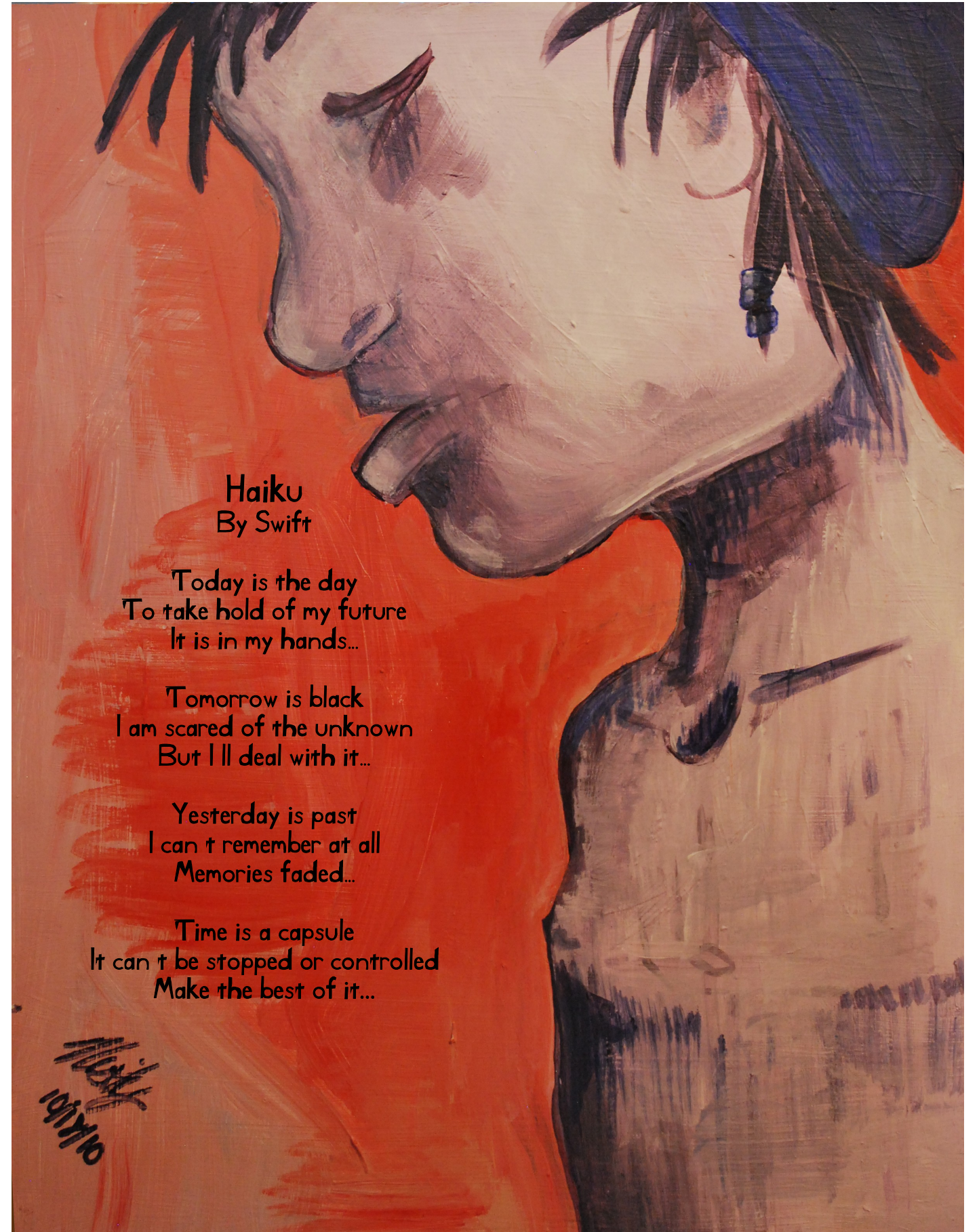
the scent of juniper trees and could still see red dirt for miles. By this time, I knew the trail so well that I could lead the group the entire time. Despite this ability, I spent most of my time toward the middle of the group. I had assumed that this would be my last time on the Trails Trip so I made sure to savor the moment. This time, a close friend of mine was on the grip and he was leaving soon after so we spent time bonding and talking as much as we could before he left. I realized how easy it was for me to be vulnerable and assertive. I noticed how much personal growth had occurred since my first trip and I was very proud

of how far I had come. Just like always, there was a special twist to this trip and this time, after we ate, we went to Chad's favorite store, the renowned Deseret Industries, a thrift store. While the boys thumbed through CD's and walked around aimlessly, the girls found all of the weird outfits in the store and took turns trying them on. We had everything from poodle skirts to suspenders in our possession. Once we had worn ourselves out dressing up, it was back to the Yukon for the ride home.

My final Trails Trip is definitely one to remember. This time, we hiked the trail

backward. Typically, the hike has a lot of down hill with spurts of uphill, so going the opposite, I'm sure you can imagine that my calves were burning. We spent more energy this time on making sure the trail was obvious. We moved logs to block off areas that were confusing so people wouldn't think they were part of the trail. We also used white spray paint to mark dots on rocks so people know which way to go. We even built cairns, small rock structures that indicate the right direction to go for hikers. On this trip we had an old student come to visit, who just happens to be a close friend of mine, and join us on our adventure. This time, I let my leadership show and led the group for the majority of the time. I also had some great conversations and got to know people whom I never would have talked to if it weren't for this trip. Of course, I can't forget to mention Golden Corral. We had so much fun there, but never leave your food unguarded because you may receive a little salt in your Dr. Pepper or ketchup in your fruit punch. Overall, my last Trails Trip was a day of fun and a great way to spend a day during some of my last weeks at Cedar Ridge.

It's crazy for me to think about how much I've grown during my time at Cedar Ridge, I started going on Trails Trip at level 700 and ended on 900. I can see the growth in the conversations I've had along with the feelings and my newfound confidence. I started out quiet and insecure and by my final trip, I was expressive and able to really be myself. I am so grateful for all of the opportunities I've had to go on trips like these, they truly make Cedar Ridge very enjoyable.



Haiku By Swift

Today is the day
To take hold of my future
It is in my hands...

Tomorrow is black
I am scared of the unknown
But I'll deal with it...

Yesterday is past
I can't remember at all
Memories faded...

Time is a capsule
It can't be stopped or controlled
Make the best of it...

Nisty
CRA

DESIGN FOR SUCCESS—FLEXIBLE CURRICULUM



Actually, most of life does not arrange itself around spring break and parent conferences. Life flows. It changes on its own in response to the natural rhythms of the human experience.

Learning also has its own rhythm in response to the nature and discipline of individuals. 'Doing time' in a traditional classroom has worked for so few of our students in their home setting that it would make no sense to duplicate it at our school. We have a system that flows, covering ground in direct relation to mastery and hard work. This is sometimes a difficult system to understand if we try to superimpose its definition on the fixated definition of a traditional school year using semesters.

Content Knowledge

Content knowledge consists of information specific to the different subject areas. Content

knowledge in biology involves understanding the history behind the Punnet Square, and how flowers are pollinated. English content involves the basic parts of a story, and understanding differences in genres such as fiction and nonfiction.

When a student misses information in a content area because he or she ditched class, slept through class, or attended class high or intoxicated, they end up

with gaps in their content knowledge. It is after their son or daughter failed enough classes for enough semesters that many parents recognize that their child needs to be sent to a more appropriate setting in order to have a chance at any kind of future.

It is this clear threat to their student's future that prompts many parents to take final, definitive action on the behalf of their son or daughter.

A gap in content knowledge through any of the grades causes difficulty for many students to progress in the subject areas because those students are missing information they need to move on. Trying to learn in the content area areas with missing pre-knowledge is like trying to build a house on a hole; students must fill in the holes in their knowledge so that they have something on which to build new knowledge.

Learning Strategies

Another common learning situation among our incoming students is a lack of learning strategies. For many of them, school was easy through the elementary grades. Once they hit junior high and school required discipline, just picking up the content in class was no longer enough. Now they were expected to do homework, many of them failing suddenly because they didn't turn in work—not because they couldn't understand the material. As parents, and guardians, you know the rest of the story.

Strengthening learning

strategies begins with identifying a student's learning strengths. I'm not sure why, but most of our students come in with the following two qualities: their auditory vocabulary is greater than their visual vocabulary and the two are not synced; and, they are highly verbal. The vocabulary gap is addressed through students reading text out loud to match the auditory and visual pieces into a comprehensive vocabulary. The verbal strength and vocabulary are both addressed in pair or group discussion; students discussing work in any area are using their verbal strength to process subject content and content specific vocabulary.

As a result, our curriculum employs a lot of projects and we encourage group work. Progress through the courses is gauged at achieving an 80% minimum on each assignment, but, more than that, progress is based on what an individual student needs to practice or learn regardless of the grade.

Initially, students struggle. They move at what seems like a sluggish pace at accumulating credits. During the first six months, students are figuring out how to be students. Many of them are motivated to get school done, but they are discouraged by their lack of study skills. Others see their transcript and figuratively weep over their lack of credits, feeling hopeless about ever graduating.

Cedar Ridge Academy is not a magical cure for students who are struggling in school. It is a solid chance, certainly. It is an opportunity for students to secure their prospects for a good future.

But it is also hard work. We do a thorough job in our content areas. We work and rework assignments. But, we also provide the support, experience, and relationships our students need to succeed now and in their futures.



Cedar Ridge Academy's academic design offers opportunity and flexibility for students who aren't 'designed' for traditional structure.

By Christine Haggerty, Dean of Academics

The academic design of Cedar Ridge Academy has always worked with the ebb and flow of therapy. Time frames are individual, just as comprehension and learning style depend upon the

educational background, motivation, and inner workings of each student.

Therapeutic progress does not conveniently follow the traditional academic schedule of semesters.



Students at Cedar Ridge Academy have produced books for a local elementary. Here, two students show the illustrations they drew for a story about a little boy looking for his mom.

CEDAR RIDGE TALENT SHOW

Nico and Jamie performed two duets accompanied by Lettuce on the guitar.



By Nico

Music \ˈmyū-zik\ n. 1) Vocal instrumental or mechanical sounds having rhythm, melody, or harmony.

Per for mance \pə(r)-ˈfɔr-mən(t)s\ n. 1) Something that has been accomplished.

I guess this is something I should really pursue in my future. Music is just satisfying to me. It allows me to use the large part of my brain that would otherwise be inactive. When I was told that there was going to be a talent show at Cedar Ridge Academy, I was so excited. We had a talent show last year, but I wasn't able to perform, so this year I was determined to be on level 600 by the time of the talent show, so that I could show off my sweet skills.

I wasn't sure whether or not to perform solo or get another singer with me. I didn't even know what I wanted to play or do, so by default that's what needed to come first. I had a boatload of things in mind: tons of songs from the Juno soundtrack, a few Beatles songs, or the most popular song that I know:

"Recycled Air" by the Postal Service.

About the same day that I decided what song I was going to play, Jamie asked me if she could sing something with me. I was all for it of course, so we immediately got to practicing. We spent practically all of our free time in the back room of the Ombu home practicing. We worked on harmonizing, getting Jamie to sing louder, and figuring out what sounded good where... you know, all of the artsy musician type of stuff (the kind of thing that I desire most). It took us a little bit, but we ended up sounding SWEET. The girls would walk by and have to stop to listen and of course comment on the beauty and serenity of our voices together with the guitar, and how we should "really do something with this". Yet still, we were as anxious as ants when you step on their anthill. (That's really anxious, by the way).

Ah, yes. The actual night of the Talent Show. How memorable. It goes something along the lines of my heart

beating out of my chest, Jamie and I are both extremely flushed, and we get up there and just bust it out. Maybe we were over-confident with how we sounded, but it ended up working out for us incredibly well. A few of the girls mentioned how they teared up while we were playing, and we got a lot of comments about how we did. Apparently, we sound like the Cranberries together, and I sound like Alanis Morissette. Those are two pretty major compliments, (to me, at least), so I was stoked about that. I couldn't help but smile while I was walking off stage, and of course giving Jamie a fat hug afterwards because we just kicked some hiney.

And of course, we were one of the three winners. It was an incredible accomplishment. I feel like even if we didn't win, it would have been alright with me, because the most enjoyable part was getting up there and sharing what I love best with roughly forty-five people. Put more simply; the best experience ever. Our reward was dinner at Marion's in town. Unfortunately Charlie, the other winner, couldn't be there, but it was nice with Christine, Jamie, Kat, myself, and of course, Dylan, Christine's two-year-old daughter. Now that I'm writing this AFTER the fact, I am regretting the mixture of malt and fountain drink, but it was worth it in the moment. The grilled cheese I had was great, and not to completely neglect the fact that the chips were good, too. I had a Moose Tracks and Oreo malt, which definitely hit the spot. There was absolutely no dissatisfaction that my stomach was experiencing. Marion's is a teeny tiny hole in the wall, with trillions of knick-knacks that I cannot keep my eyes and my hands off of, only because it seems to fit my personality (if you know me). Yummy smelling candles, purses in the form of Coke cans, hair thingamabobs... shall I continue?

Over all this was an incredible experience. I encourage anybody with any sort of talent to pursue it, especially if it is something you love.



Science teacher Chad Hamblin blew a horn that he made from a Kudu horn.



Staff Travis Maxfield, who plays in a local band, sang and played the keyboard.



Staff Charlie wowed the crowd with a Randy Travis song.



Kat performed a dance for the first time since being enrolled at Cedar Ridge Academy.

TALENT SHOW ALBUM



History teacher Kimberly Hawks and her husband Brian sang a duet.



Kelsey performed a song and a dramatic monologue.



Therapist Josh Miller led an aboriginal bluegrass band in a comic performance.



Marilyn sang her heart out.

CEDAR RIDGE REVISITED

Perusing through some of our older *Spectrums*, I came across several articles that resonated with the timelessness of the experience of emotional growth, both from parents and from students. I will occasionally reprint some of these articles to remind us of the universal human—and parent and child—experience. *Christine*

Originally published in *The Cedar Spectrum*, Volume VI, Issue 4, this article is for our parents attending workshop.

By A Parent

I'm writing this article to relate a mother's experience with acceptance of my responsibility and letting go of what I can't control.

I cannot pinpoint an exact moment when love and compassion became confused with counsel and smothering. When my son was a baby, I did everything for him, which is the way it's suppose to be. He'd cry, I'd determine what the problem was, and fix it. Hungry, wet, tired, just needing some love and attention, and so on. I loved this. It usually made me feel really good. Sometimes it took more persistence, patience, and creativity than at other times. That was okay because I was patient and persistent, and eventually something worked and he was happy (or asleep). I noticed that when he was upset, I felt awful and was compelled to make it all okay. I believe this is a natural and good instinct.

However, as he grew and became more independent, I should have stopped trying to fix everything, and let him figure some things out for himself. When something hurt or upset him, I just couldn't separate myself. I felt anxious, had that knot in my stomach, and those obsessive thoughts about what I could do to make things okay. I thought I was doing a bad job, and decided I needed help, so I went to a parenting class. I learned about logical consequences and learned how this was

the right thing to do. So I went home each week and tried to apply this knowledge. Well, it was a lot harder than I anticipated. I was supposed to use time out, but he wouldn't sit in the chair. They didn't tell me what to do in that case. I felt bad if I had to let him suffer the consequences of his behavior; after all, he was basically a sweet kid, and just so cute. I'd end up crying.

So, off I went to the child behavior expert. I told her I'd tried everything, but he would get so upset that I just couldn't take it. (Did I mention that by this time I was pretty sure that aside from physically abusive parents, I was the worst mother in the world?) She told me I had to let go of my own guilt and then I'd be a better parent. Okay, but how? I struggled with that for many years.

So, you get the gist of it by now. When he's happy, I feel great. When he is upset, I feel anxious and guilty. I lie awake in bed ticking off all the things I've done to ruin my son's life. I can't sleep, my stomach is in knots. I just want to fix this so I can relax.

There in that sentence is the key I'm missing. I want to fix the way he feels because it makes ME feel terrible. I need to let him have his feelings and I need to deal with mine.

Still easier said than done. I know intellectually that my guilt is getting in the way of being a good parent. But, I can't stop how I feel. I have a lot to feel guilty about. I think that if I feel bad about what I've done in the past, then I'm a good person after all. I can't

forgive myself. I used drugs until my son was four and a half years old. Then I got clean, and after a couple of years went back to school, and didn't give enough of my time to him. I was a single mom. Most of his life it was just the two of us. I felt bad he did not have his father in his life on a consistent basis, and he had problems of his own. This was not exactly what I had in mind when I was a young girl fantasizing about the big family I was going to have with lots of kids, dogs, a husband, etc.

To finally begin letting go of the guilt, I had to begin to forgive myself. I had a very difficult time with this. I really felt deep down that I should feel guilty. I had to start viewing myself as I would another woman in my shoes. Turns out I would have a lot more compassion for her than I do for myself, and I may even think she was a pretty nice person. I talk to friends in recovery who understand where I'm at and that helps.

I have accepted my past, my faults, and I continue to do the things that help me. If I could change some things I've done, I would. But accepting all of my decisions and actions has allowed me to stop living in that old way of thinking and feeling, and opened up a whole new path. I realize holding on to guilt does not make me a good person. In the short-term, it serves a useful function. I feel bad about something, so I won't do it again, and I learn and move on. When I don't let go, let it take over my life that's a whole new ball game.



VOLLEYBALL



The girls enjoy a soccer game in the park before heading to their volleyball games.

By Jamie, Volleyball Team Captain

Six girls all decked out in green walk onto the court. They crouch and prepare for the first serve. A sharp whistle and the court is a blur of arms, ponytails, and green bodies. I can't

to be more of an opportunity to get off campus for awhile rather than to actually play some ball. However, after a few games and a promised victory treat of ice cream. The girls have been progressively getting better and better. Not only are the team's playing skills

always say that our team triumphantly crushes the opposing team, but I can say that the Cedar Ridge Volleyball team always comes on the court with a smile and leaves with one.

At the start of the long seven month season, being on the volleyball team seemed

improving, but their mind, body, and spirit connection is strengthening rapidly as well.

"It's definitely helped me become more aware," says Shelby, one of the girls on the team. "Before, I used to just hit the ball and now I actually think about my form and apply the mindfulness in other aspects of my life."

The greatest thing about the 2010 Cedar Ridge volleyball team is the positive energy created out on the court. Every girl, anxious or not, puts her full effort in and supports every other team member.

"Volleyball is so fun because...I don't know...I can laugh at myself and the other girls when we make ridiculous mistakes. Yeah, I want us to win, but it's nice knowing that even if you mess up and smack the ball somewhere you don't want it to go, we all still have fun, play hard, and feel good," says another team member, Kat.

I've played on school teams before, but I've never experienced volleyball like this. I love the energy and I can tell the whole team does, too. The season is off to a great start and I'm sure it'll only get better.



WRITE FOR US

The *Cedar Spectrum* has had a culture for many years of students, staff, alumni, and families sharing their experiences with each other through this newsletter. After being put away for a year, the newsletter is back!

Please share your news and experiences with us. We particularly would like to hear from our alumni and parents to pass on your wisdom to the new generation.

SEND WRITING AND PICTURES TO:

CHRISTINE@CEDARIDGE.NET

OR MAIL TO

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CALENDAR

November 2010

IMA 2010 Utah Karate Championships, SLC	Nov.6
IECA	Nov.13-14
Thanksgiving Break (school and office closed)	Nov. 25 & 28
Travel Day to SLC International Airport	Nov. 23
Travel Day returning from SLC International Airport	Nov. 30

December 2010

Hanukah	Dec. 2-9
ACT for Seniors	Dec. 11
Travel Day to SLC International Airport	Dec. 21
Travel Day returning from SLC International Airport	Dec. 30
Christmas Break (school closed)	Dec. 21-Jan. 3
Christmas Holdiay (office closed)	Dec. 24

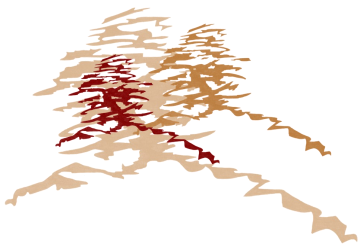
QUOTES

*The harder the course,
the more rewarding the
triumph.*

—Anonymous

*Our greatest glory lies
not in never falling, but
in rising every time we
fall.*

—Anonymous



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