STUDENT MANUAL



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TABLE OF CONTENTS

WELCOME 3
STUDENT STRUCTURE AND RULES 4
WAKE UP AND DAILY SCHEDULE 5
SLEEPING QUARTERS 6
DRESS CODE 7
NIGHT STAND CONTENTS 7
ITEMS NOT ALLOWED INSIDE THE BEDROOM 7
STUDENT MUST 7
LINE BEHAVIOR 7
ACADEMICS 8
CLASSROOM EXPECTATIONS 8
INTERNET AND SOCIAL MEDIA 8
ART 9
MUSIC 9
P.E 9
KITCHEN RESPONSIBILITIES 10
MEAL TIME STRUCTURE 10
PHONE CALLS 10
PHONE CALL STRUCTURE 11
PARENT/FAMILY VISITS 11
VISIT SCHEDULE 12
GROUPS 12
MOVIE/TV 12
VEHICLE 13
OUTINGS 13
FREE TIME 13
POLICE AND PROCEDURES 14-15
ORIENTATION PHASE 16
HERO 16
THERAPEUTIC FOCUS 17
HERO PHASE ASSIGNMENTS 17
CLOTHING ALLOWED DURING HERO PHASE 18
PHASE RESTRICTIONS AND PRIVILEGES 18
REQUIREMENTS FOR ADVANCING TO ABUNDANCE PHASE 19
ABUNDANCE 19
THERAPEUTIC FOCUS 20
ABUNDANCE PHASE ASSIGNMENTS 20
CLOTHING ALLOWED DURING HERO PHASE 20
PHASE RESTRICTIONS AND PRIVILEGES 21
REQUIREMENTS FOR ADVANCING TO SELF-INTEREST PHASE 21
SELF-INTEREST 22
THERAPEUTIC FOCUS 22
SELF-INTEREST PHASE ASSIGNMENTS 22
PHASE RESTRICTIONS AND PRIVILEGES 23
REQUIREMENTS FOR ADVANCING TO SOUL PURPOSE PHASE 23
SOUL PURPOSE 23
THERAPEUTIC FOCUS 24
SOUL PURPOSE PHASE ASSIGNMENTS 24
PHASE RESTRICTIONS AND PRIVILEGES 25
REQUIREMENTS FOR ADVANCING TO PRINCIPLES PHASE 25
PRINCIPLES 25
THERAPEUTIC FOCUS 26
PRINCIPLES PHASE ASSIGNMENTS 26
PHASE RESTRICTIONS AND PRIVILEGES 26
REQUIREMENTS FOR GRADUATING 27
OPPORTUNITY OF REVISITING A PHASE 27
TRIAL HOME VISIT 28
PHASE RESTRICTIONS AND PRIVILEGES 28
DISCHARGE 28

WELCOME TO RE-CREATION RETREAT

Re-Creation Retreat (RCR) was created to help teenage girls and their families who are experiencing challenges in their lives and relationships. Re-Creation Retreat is a private school for girls that is founded upon principles and based around a core set of values. These principles and values will help anyone who understands and lives them, to create a life of happiness and success. Our mission is to help you become a "hero". As you progress through the program at RCR you will come to have a better understanding of what it means to be a hero. For now, just know that we want you to begin to take accountability for your life, the decisions and choices that you have made that have brought you to this place in your life. As you begin to take accountability, you will be empowered to take control of your life and to make decisions and choices that will help you successfully return home to your family and community.

After becoming accountable, we want to help you re-discover your true self. Who you really are and where your value comes from. As you come to know, respect and love yourself, we want you to begin to dream again. We want you to dream of the most amazing life that you can imagine and then give you the knowledge, skills and ability to go out and create that life.

At Re-Creation Retreat, we believe that our thoughts and beliefs drive our behaviors. Therefore, in order to change our outcomes in life we must change our thoughts and beliefs. If we continually focus only on changing behavior without addressing the underlying thoughts and beliefs, we will never succeed in changing behavior.

Re-Creation Retreat assists students in becoming aware of their thoughts and beliefs and examining them to see if they are actually "working" for them. We believe that change occurs through education, learning and repetition where the students have the opportunity to practice the skills that they are learning in an environment of safety and structure. We believe that failure is part of learning and so students who fail (which is all students) when attempting to use new skills and abilities are encouraged rather than criticized.

We believe that love is a stronger motivator than fear. Our goal is to help our students change because they love themselves for who they "really" are. We want them to make healthy decisions and choices because they know that it is their own self-interest to do so. We hope that as you progress through the phases of the RCR program that you will gain a better understanding of who you are, that you will have the desire to use the strengths, talents and abilities that you have been blessed with and have the knowledge and skills to go out and create an amazing life!

STRUCTURE AND RULES

The following is the basic list of rules and structure:

- Be positive and encouraging, accept feedback and suggestions.
- Use appropriate language. No swearing, or abusive language towards peers or staff.
- No running or horse playing.
- No borrowing or lending of personal items.
- No stealing.
- No buying, selling, or trading of any items.
- No fighting, physical violence or destruction of personal or school property.
- No gang expression (talk, dress, etc.) of any kind.
- Be respectful to everyone, peers and staff.
- Be on time and follow the schedule.
- Follow the dress code; do not destroy or abuse clothing.
- Accept consequences. Do not manipulate or staff shop.
- Only talk about appropriate topics (no war stories, gossiping, etc)
- No talking in bedrooms
- No communication between phase one students
- No sub-grouping (we want you to develop relationships and interact with all RCR students not just the few that you may be most comfortable with)
- Maintain appropriate eye contact when talking to peers and staff.
- Do not lie.
- Do not use racist slurs.
- Do not go into peer's room without permission.
- Do not go into staff member's offices or work space without permission.
- Maintain good personal hygiene.
- No inside yelling.
- No slang talk.
- Do not touch fire equipment or fire alarms.
- No graffiti.
- Do not use nick-names.
- No jewelry until the approved phase.
- No TV or music without permission.
- No hats inside.
- Complete chores on time.
- Only use the telephone with permission.
- Do not lay down on the sofas.
- Don't throw anything in the vans or in buildings.
- Keep rooms clean and neat.
- Keep beds made.
- Don't change beds without permission.
- Report damaged or broken items to the shift leader or items not allowed.
- Follow all rules and structure as staff deems appropriate and necessary.

Wake up and Daily Schedule

Wake up is 7:00 AM Monday through Friday and 8:00 AM on Saturday and Sunday. You will be assigned a chore that you will be responsible for completing each morning before breakfast. You are also responsible for caring for your clothing and bedding including doing the laundry. You will be assigned one day a week to do your laundry.

Breakfast is at 8:00 AM weekdays and 9:00 AM on weekends. Once you get to Abundance Phase of the program you will have the opportunity of working in the kitchen helping to prepare and cook meals and cleaning up afterwards.
We work hard to provide a balanced healthy menu at RCR. You will be expected to eat at least 50% of each meal. We want you to learn how to take care of yourself physically which include eating right and exercising.

Each morning after breakfast you will meet with your group and report on how well you did at accomplishing your goals from the day before and you will share your goals for the current day. One of the best methods to improve the way you feel about yourself, is by making and keeping goals or commitments to yourself. So you will have an opportunity to practice this every day.

After reporting on and sharing your goals, you will participate in four hours of school or groups and exercises depending on which schedule you are on.

Lunch is each day at 1:00 PM. In the afternoon, the schedule is reversed from the morning. If you were in school, then you will do groups in the afternoon, if you did groups in the morning, then you will be in school in the afternoon.

Dinner is at 6:00 PM

The evening hours are spent doing different activities such as playing games, singing and or music group, educational videos and other similar groups or activities.
At 9:00 PM you will be in your rooms and will have time to relax and reflect upon your day and plan for tomorrow, meditate, write in your journal, read, exercise, and get ready for bed. At 10:00 PM lights are out for the day.

Sleeping Quarters

- We want your sleeping quarters to be a place of peace, quiet and safety. In order for this to occur, the following guidelines and rules have been put in place.
- There is to be no talking in the rooms without permission. This is to insure the safety of all students. If there is a need to talk, first get permission from a youth coach.
- All beds must be made when students are not sleeping. Bed must be made each morning and must be wrinkle free. No objects are to be under the blanket/comforter, unless it's a pillow. Students are only allowed one pillow per bed. Body pillows are not allowed.
- Small decorations, pictures, drawings, quotes etc. may be hung in your room on your assigned display board. All items must be Phase appropriate and in accordance with the principles and values of Re-Creation Retreat. Pictures are allowed on Abundance Phase and above. Pictures can only be of people on your approved contact list and may not contain alcohol, drugs, sexuality, revealing clothing, graffiti, or anything not suitable for the program.
- You are responsible for the cleanliness of your room. Only approved items are allowed in your room. You are responsible for keeping your clothing and other personal items organized and in their proper place. Clean clothes need to be hung in the closet area or folded and put away in your cubby. Dirty clothes must be placed in your laundry basket. There should be no clothes, papers, books or other items on the floor. There should be no items hung on the wall without permission from the program director. There should be no items on the window sill or on the windows.
- Your name or initials is to be on all of your clothes and other possessions at all times. There are no exceptions. If your name wears off, ask for a pen to re-label the belongings.
- You are responsible for taking care of your things. It is against the rules to share, trade or give away clothing or any other personal belongings.
- Nothing is to be placed under the bed.
- Nothing is to be left in the bathroom or shower at any time.
- Every morning and throughout the day, your room it should be completely clean. All clothes, books, papers and other items should be picked up and put away. There should be nothing on the floor.
- Shoes will be kept in the Center, in the designated location and will be given to you when needed for on or off campus activities. At no time are shoes allowed to be stored anywhere else in the school, to do so is considered run plans. Students on Principles Phase can pick their shoes up in the morning and return them in the evening.
- Each student will be assigned a cleaning chore for their room which is to be completed each morning and a deep cleaning chore that is done weekly.

DRESS CODE

While on Hero Phase, students will wear clothes provided by RCR. Once you have reached phase two, you will have the privilege of wearing your own clothes. All clothes worn at RCR must be clean and neat. No holes in pants or shirts, no sagging jeans, no tight jeans or shirts. All clothes must be modest including sleepwear. No sleeveless shirts. Shirts must be tucked in, no cleavage, bare stomach or back can be showing. Shorts, skirts and dresses must come to the knee. No clothes with logos or words connected in any way with drugs, alcohol, sex, gangs or any other inappropriate substance or activity. Socks must be worn at all times.

All students are expected to do the following:

- Shower Daily
- Hygiene Daily (neatly combed hair, clean shaven, use of deodorant, brushing teeth, etc)
- Wash clothes and sheets weekly on your assigned day.
- Students are expected to wear proper clothing everyday.
- Wash, fold or hang, and care for your clothing and all other personal items.

NIGHT STAND CONTENTS

- Scriptures
- Books (refer to book privileges guide)
- Program Binder
- Stationery/letters from home
- Journal
- Family pictures

ITEMS NOT ALLOWED INSIDE THE BEDROOM

- Shoes or Coats
- Food or Medications
- Anything that is made of glass
- Sharp objects
- Anything that could be used to harm yourself or others

STUDENTS MUST

- Follow all rules (no swearing, fighting, etc.).
- Keep rooms cleaned daily; weekly deep clean.
- Keep clothes cleaned. Clothes and bedding (sheets) are washed weekly
- Replace lost, ripped or soiled clothing.

LINE BEHAVIOR

At any time students are moving from one building to the other and there are three or more students, line behavior will be followed. Students are to stand in a straight line without talking, maintain an arms length between students and look straight ahead until they have reached their destination and are instructed otherwise by staff. Students are to keep their hands to themselves. There is no talking or any other form of communication. When asked, students are to do a head count before moving.

ACADEMICS

Alta Independent is our virtual high school at Re-Creation Retreat. Students attend school four and a half hours a day, Monday through Friday. Our students experience great success and when they work hard, are able to complete their high school curriculum many times faster than in a traditional high school. We have five elective courses available for our students to earn as high school credit on our campus. Also, we require our students to achieve service hours to advance through our program and towards their high school graduation. These "On-Campus Courses" are:

- Physical Fitness (PE)
- Personal Development
- Cooking
- Life Skills
- Fine Arts (Art & Music)

If during your stay at RCR you would like to participate in taking one or more of the College Board preparatory tests for college (ACT and/or SAT), we are happy to assist you. We have two testing sites: Kanab High School in Kanab, Utah and Dixie State College Testing Center in St. George, Utah. Registration and payment for these tests and transportation costs to St George is the responsibility of the parents. Preparatory courses for these tests will be provided by RCR.

Each student will need to have a set of headphones to be used with the school computer. The headphones will be labeled and stored in each student's personal classroom storage unit.

CLASSROOM EXPECTATIONS

- We all share in creating a positive learning environment.
- We always maintain a positive attitude and behavior.
- We raise our hand and wait for permission before speaking.
- We pay the highest regard and respect to staff and peers.
- We do not make fun of anyone.
- We respect and protect school property.
- We do not change the settings on our computer.
- We do not visit unauthorized websites.
- We always complete assignments to the best of our ability.
- We do not leave our seat without permission.
- We never use profanity or inappropriate language.
- We don't put our heads on our desk.
- We keep our feet on the floor and our eyes on our work.
- We do not write in our books.
- We are dressed appropriately for school.
- We do not sleep in class.
- We always participate when asked.

INTERNET AND SOCIAL MEDIA

Students at Re-Creation Retreat are not allowed on any internet sites except those that are part of the on-line school curriculum. Students are not allowed on any type of email or social media site and students are not allowed to have contract with any person that is not on their approved contact list. Violations of this policy will result in a phase drop.

ART

Re-Creation Retreat beliefs that students should be allowed to express themselves appropriately. RCR students will have regular art projects. Students may be given special projects regarding art as assigned by their therapist. The following policy and procedure regarding art:

- No toxic markers, glues, etc.
- No sharp scissors, knives, etc. Safety scissors only.
- Watch students for inappropriate items.
- No glorifying of drugs, alcohol, gangs, sex, violence, or other items as deemed inappropriate.

MUSIC

Re-Creation Retreat understands that music has an inherent therapeutic value. The following policy and procedures should be followed in regards to music and its use at RCR:

- All music and musical instruments must be approved by the Program Director.
- Staff may bring in appropriate music and/or instruments with the approval from Program Director.
- All music played or listened to must be appropriate, i.e. no glorifying of drugs, alcohol, sex, violence or other things deemed inappropriate.
- No listening to radio stations unless approved by the program director

Students may play instruments during the following times:

- As part of an approved group.
- Free time when approved by staff.

Students may listen to music when:

- Part of appropriate class or group.
- When appropriate as deemed by staff.
- Music is a privilege, not a right.

P.E.

Physical fitness and recreation are important components of the programs of RCR. Physical fitness is highly encouraged of our students and several different types of recreational opportunities will be made available to the youth of RCR. Activities will range from team and individual activities, to stretching and fitness activities, active and passive games, and other activities that promote both physical and emotional health.

- Students will be dressed appropriately for activity.
- Students are to stay in designated areas.
- The field will be completely cleaned up before students move to next activity.
- If a student does not have shoe privilege, he will wear flip flops or stay inside.
- Students are always under supervision. If a student needs to use the restroom or go inside they must be accompanied by staff.

KITCHEN RESPONSIBILITIES

- A staff member must always be present when students are in the kitchen.
- Students are never to be alone with a staff member. Another student or staff member must be present.
- Students are responsible for preparing, cooking and setting out all meals under staff supervision
- The approved menu and recipes must be followed unless approved by the kitchen coordinator
- Students will be responsible for cleaning up the dining area and kitchen as part of their assigned chores.

MEAL TIME STRUCTURE

Trash will be taken out after each meal. The kitchen and dining area will be cleaned after each meal. Students will use cooking and cleaning checklist. The following is considered structure:

- We talk quietly while at the dining table when given permission.
- We participate in the table topic discussion
- We don't get out of our seat without getting permission.
- We don't talk with our mouth full.
- We sit up straight in our chairs.
- We don't touch other people's food.
- We don't play with our food.
- We clean up only after the entire table has finished eating.
- We take only what we can eat.
- We eat at least 50% of each meal
- We take only one dessert.
- We don't trade desserts.
- We don't share our food.
- We understand that some items are portion controlled.
- We clean up our spills when they happen.
- We walk in the Dining room, not run.

PHONE CALLS

- RCR students have weekly phone calls once they have reached Abundance Phase.
- Staff will set up an appropriate time with the parents.
- Students on phase two and three of the program get one 25 minute phone call per week. Students on phase four and five receive two 25 minute phone calls per week.
- If student didn't earn phone privilege then student will make a quick call to be accountable for why the privilege was not earned.
- Parents are responsible for calling RCR at the appointed time for the phone call. The student is responsible for monitoring the time and ending the call at or before 25 minutes.
- Staff will closely monitor call for appropriateness and be readily available to intervene if necessary.

PHONE CALL STRUCTURE

- Staff must review phone call protocol with student prior to the phone call.
- The student is to speak only with individuals on their approved contact list.
- Conversation on both ends should be kept positive and supportive.
- Speak appropriately and respectfully.
- Students should not talk about other students or staff members at RCR.
- Be accountable
- Don't ask for things.
- Don't guilt-load, manipulate or use profanity.
- Start saying your "good-byes" at 22 minutes and hang up prior to 25 minutes.
- Not following the above protocol may lead to early termination of the call.
- Therapeutic issues should be addressed during a therapy phone call not during the weekly family call.

PARENT/FAMILY VISITS

The primary purpose for the visits is to improve relationships and facilitate family reunification. Visits should be used by family members to practice communication and relationship skills learned during the course of the program. It is also a time to become re-acquainted with each other and to talk about expectations and plans for the future. Visits are not a time to just play games, watch videos or sight see.
Visits are very specific, purpose driven, and require a large commitment from both the parents and their children. Below are some basic guidelines about the RCR visit expectations.

1. Please be advised that visits are 100% Parent Supervised (there is no room for manipulation here). No changes involved in the visit structure are to be made unless specifically outlined in the visit contract. Visit contracts and any changes to visit contracts must be approved by the Therapist and Treatment Team.
2. Absolutely no illegal drugs or alcohol use by "ANYONE AT ANYTIME FOR ANY REASON'. The RCR resident cannot use tobacco.
3. RCR Therapist will initiate a visit and the parents will be contacted by the Therapist in advance to discuss the timetable.
4. The RCR parents and their child agree to faithfully work toward reunification, both agree to be free from the practice of any form of abuse (physical, emotional, mental), use of any kind of illegal drugs or alcohol, and free from any type of manipulation.
5. Upon completion of the visit the parent and their child agree to be interviewed separately to disclose the details of the pass in an attempt to validate the family reunification process.
6. Both the parents and their child agree to immediately terminate the visit when and if the terms and conditions of the visit contract have been violated.

VISIT SCHEDULE

Off Campus Day Visits:

- Off campus day visits are a phase three privilege. These visits are scheduled and arranged by the parent and the students therapist after the student has reached phase three. Students can be picked up for their day visit any time after 8:00 AM and can remain off campus until 8:00 PM.

Overnight Visits:

- When you have reached phase four, your parents can take you for a weekend visit. They can pick you up on Friday evening or Saturday Morning and bring you back to the school by 8:00 PM on Sunday.

GROUPS

All RCR students are expected to attend and participate in groups. Groups will include leadership and life skills, relationship building, healthy dating relationships, therapy groups, emotional management, video therapy, meditation/awareness groups, equine therapy and substance abuse groups.

The following are group guidelines and structure:

- Therapy groups meet in a circle where everyone can see every other person in the group.
- Other groups will meet in a circle or students will sit at their assigned tables.
- Each group member should pay attention and sit up.
- No lying down, and no items should be brought into group other than approved material used for the group such as paper, pens, etc.
- There is no eating allowed during group.
- One group member speaks at a time.
- Raise your hand and wait for the group leader to call on you to share.
- Do not interrupt others as they are sharing.
- The group leader is to monitor appropriateness of the group. If the facilitator asks for someone to stop sharing, that person is to stop and the leader will move on to another group member.
- Groups are not for confrontation or to make judgments on others.
- Share real feelings.
- Inappropriate language will not be tolerated and use may result in being asked to leave the group.

MOVIE/TV

There are many movies and television programs that have positive and uplifting messages and can be used for a good purpose. There are also a lot of movies and television programming that is unhealthy, degrading and non-productive. As a result, at RCR all movies and television programs that students watch are approved by the clinical director and are used primarily for education but also for entertainment.

VEHICLE

- One staff drives. The other staff should sit to the middle/rear of the vehicle, by doors.
- Seatbelts must be worn by everyone at any time the vehicle engine is on.
- There will never be a staff alone with a student at any time.
- Students will be responsible for cleaning vehicles inside and out each week as part of their chores.

OUTINGS

Outings are considered any activity off the Re-Creation Retreat facilities. Off campus activities are provided weekly for students who have reached phase two of the program and have qualified for the outing by demonstrating that they can manage their behavior and emotions, that they can follow rules and directions, accept feedback and have earned over 50 points in the previous week. Outings may include any of the following

- Attendance at events that may be going on in the local community such as concerts, plays and other events
- Hikes and site seeing in the many local National Parks such as Zion National Park, Bryce Canyon, The Grand Canyon etc
- Hiking in the surrounding mountains and deserts
- Tours of surrounding colleges and universities
- Movies
- Swimming
- Other similar activities

During outings:

- Students are responsible for following the same structure and rules off campus as exist on the campus of RCR
- While on the outings, students are expected to follow all directions given by staff and all laws and rules in the local community or business/organization/school that the group may be attending.
- Remain with the assigned staff member and the student group at all times.
- Students are a reflection of Re-Creation Retreat. Students that are disruptive or behaving in ways that do not comply with the principles and values of RCR may be returned to the facility and may forfeit the opportunity to participate in future off campus.
- Upon returning to the RCR campus, students are responsible for cleaning out the vehicles, making sure that all garbage is disposed of properly and equipment and supplies are returned to their appropriate place.

FREE TIME

During Free time students are allowed to read from phase approved books, play games individually or in groups, write or work on program goals and/or phase advancements, sing, play the piano or other approved musical instruments, crochet or other approved crafts or hobbies, or any other approved activity by the staff on shift.

STUDENT STRUCTURE - POLICIES AND PROCEDURES

Re-Creation Retreat is a uniquely designed program to help you steer your life in a more positive direction. During the course of your stay you will learn about yourself and relationships. We understand during this process you may have difficulties, but you will learn your strengths and weaknesses. You will have a series of challenging phases that build on one another. This whole process will allow you to leave your comfort zone and move into the growth zone.

The following agreements identify the minimum behavioral expectation while at Re-Creation Retreat. You may not like it here or like the rules/structure, but you are expected to follow them. Remember it is possible to accomplish all things.... it just depends on how bad you want it.

I AGREE TO THE FOLLOWING:

1. I agree to:
   - Participate in all activities including individual and group therapy sessions, and educational opportunities.
   - Do what is asked of me and do my share of the work.
   - Willingly accept rewards for positive behavior.
   - Willingly accept the consequences of negative behavior.
   - Avoid contact with persons outside this program.

2. I accept full responsibility for my actions under all conditions. I also agree to help hold my peers accountable for their behavior.

3. I acknowledge that the supplies I have received are mine during the program and it is my responsibility to take care of them. If something is lost, discarded, or stolen, I will be charged to replace it or I will learn to live without it.

4. I agree to assist in designing my personal goals and to work on the goals I have chosen.

5. I agree to cooperate and show respect for the other students and staff, and for their personal property and facility property and equipment.

6. I agree to abide by the standards of the program. This means high standards of honor, integrity, morality, and abstinence from alcohol, tobacco, drugs of any kind, inappropriate relationships and foul or abusive language.

7. I agree to maintain good hygiene. I will be responsible for washing my clothes, body and cooking utensils to avoid health problems and not to be offensive to other participants.

8. I agree that personal information shared by others and myself during my stay at RCR is confidential and I will not disclose that information to anyone.

9. I understand that I have a right to be treated with dignity. There is to be no demeaning or humiliating treatment. No corporal punishment is to be used. An emergency safety response may be used by staff if someone presents a danger to themselves or to others.

10. I understand that I have the right to provide input into medications prescribed for me. If I am prescribed medications that I do not want to take, I have the right to talk with my parents and a medical professional regarding my prescriptions and to receive recommendations on how to go off of my medications if it is not harmful to do so.

11. My personal items that are not allowed in the program are to be inventoried and placed in contraband or returned to my parent or guardian.

12. I will adhere to all polices of the program, including the dress code.

13. If any of my rights are violated, I know and understand there is a grievance process that I can follow.

14. I will treat the staff and residents with dignity and respect.

Growth and Learning Process

Orientation Phase

- You will be assigned to a student mentor. This is an upper Phase student who is doing well in the program. It is the student mentors responsibility to teach you everything about the program. It is your responsibility to" learn" everything about the program. You must be with your mentor 24/7 for the first 72 hours.
- Study and learn RCR structure and program rules
- Complete and have your therapist read the "Why am I here and what do I need to do in order to leave here" paper. (Min 3-5 pages neatly written or typed)
- Meet with your therapist during orientation phase
- Sign all paper work
- Complete the adolescent SASSI (substance abuse screening tool) Any student who has used any amount of alcohol, illegal drugs or misused prescription drugs, inhalants etc. Turn the completed SASSI in to the school administrator.
- Pass orientation test (70% correct or higher in order to pass). Test can be taken after the first 72 hours at Re-Creation Retreat. If you do not pass the test, then you will remain on orientation phase and can take the test again after 24 hours. You cannot begin earning points and advancing through the program until you pass the test.

Hero

One Choice: Victim or Hero

We all have one basic choice to make in our life. Do we want to be a victim or do we want to be a hero? Another way of putting it would be do we want to be in control of our lives (free) or do we want others to control our lives (bondage/slavery)?

A victim is a person who asks questions or has thoughts like,

- Why me?
- It is not my fault
- It is not fair
- I deserve…….

A hero is a person who asks questions or has thoughts like,

- Why not me?
- I am responsible for where I am in my life
- I am accountable for me and my life
- What can I change or do in order to get what I want?

We want you to be a hero! We want you to know that you can be, do and have anything you want in this life and we want you to have the knowledge, skills and abilities to go out and create the life of your dreams!

Therapeutic Focus

Student

- Develop a healthy relationship with self
- Who am I
- Where does my value come from
- Accountability: I am responsible for where I am in my life
- Eliminate blame from my life
- Honest with self
- Keep commitments to self

Parent

- Tough love letter
- Program checklist
- Complete "impact" letter and share with daughter in therapy
- Begin allowing your daughter to be responsible for her behaviors, emotions and outcomes in her own life

Hero Phase Assignments: (complete in the following order and have your paper signed off by an evaluator and then your assigned therapist prior to moving on to the next assignment. This is so you can get feedback which will help you to move through the phase) All Phase advancements need to be written out completely by hand and then typed on the computer.

1. Read "The Buck Stops Here**" at least** once each day that you are on Hero Phase.
2. Writing Assignment: Life Story (autobiography) 3 – 5 typed pages describing your life and the experiences that you have had that have influenced you and brought you to this place in your life.
3. Read: A Heroes Life and write a paper on what it means to you and how you can apply it in your own life. (Minimum 5 pages typed)
4. Read: Man's Search for Meaning and write a book report on what it means to you and how you can relate or apply the message of the book to your own life. (Minimum 5 pages typed)
5. Write your "accountability" letter and share it with you parents in family therapy. The accountability letter is an opportunity for you to "lay everything out on the table". If there are any "secrets" things that you have done in your life that your parents don't know about, these could be things that you are embarrassed about or afraid that if you parents knew about, they would be disappointed, angry or would change the way they feel about you. We want to get everything out so that we have a "clean slate" or a new "strong foundation" upon which to build the relationship with your parents. We want to begin creating a relationship built on honesty and trust. The accountability paper is a way of coming clean. This is an opportunity to be honest about all the things you have done that was out of alignment with your family values and expectations. Hold nothing back. Understand that as you write this you WILL be given feedback from all of the staff and more likely asked to rewrite it several times. There is no page limit for this paper. Do not be redundant. Be clear and to the point.

Treat this paper as though it is your trash can. Use it as an opportunity to throw away the things you have done in your past. There will be plenty of time for the explanations and "I am sorry". This is not the place. Try to avoid any type of justifications. Be clear and to the point. Get real, get honest, get open, and go deep. Your Therapist will schedule your accountability letter session with your parents after it has been approved by your Therapist. We will be asking your parents to write an "impact" letter to you. This will be a letter sharing with you how your behaviors have impacted your parents and your family.

6. Write a 3 to 5 page paper on the difference between a victim and a hero and give examples of how you have been both a victim and a hero in your life and talk about the outcomes of being a victim and hero and what you can learned from these experiences.

CLOTHING ALLOWED DURING HERO PHASE

- 3 Shirts RCR shirts
- 2 RCR exercise shirts
- 3 Sweats
- 2 shorts
- 8 socks
- 12 Underwear
- 4 Bras
- 1 pair of flip flops or slippers
- All clothes must be modest and cover adequately. NO cleavage allowed at bust or in back at bottom. Shirts should be able to be tucked in.

Students are responsible to insure that their dress is in accordance with the dress code of RCR. As stated above, clothes must be modest and cover the chest, buttocks and stomach. Shirts must be long enough to tuck in. Students are responsible for the care of all of their personal items including clothing. Students are responsible for doing their own laundry on their assigned laundry day. Students are also responsible for laundering their bed sheets and towels weekly.

Phase Restrictions and Privileges

Hero:

- Allowed to wear phase one clothing. Sweats, shorts, t-shirt
- Not allowed to leave campus
- May attend school
- May attend groups if behavior is appropriate
- May read self- help books, Phase one books and personal scriptures
- May read classic novels during free time

Requirements for advancing Abundance Phase:

- Begin to live your life as a "Hero" by eliminating blame, taking accountability and responsibility
  for your thoughts, beliefs, behaviors and outcomes in all areas of your life, ie. program, school, relationships, health, etc. This will be demonstrated by your words, (written and spoken) and behavior.
- Understand and be able to explain what a "principle" is. Define or explain the principle of choice and control.
- Earn 400 points.
- You can "challenge" advancing to Abundance Phase when you have 330 or more points and have completed all other phase requirements and as demonstrated by your words and behavior. You can only challenge advancing to Abundance Phase one time. If you do not advance, you cannot apply again until you have 400 points.

Abundance

Two Paradigms: Scarcity or Abundance

A paradigm is like a lens through which we see the world. For example if you put on a pair of "rose" colored glasses, how will the world look? It will look "rose" or pink colored right? If you put on a pair of glasses that have a yellow tint, then everything will look yellow. Well there are two basic paradigms or lenses through which people see the world, the paradigm of scarcity and the paradigm of abundance. Those who see the world through the paradigm of scarcity tend to think thoughts that are based on lack and include thoughts like

- I don't have enough time
- I don't have enough money
- I am not smart enough, pretty enough, tall enough, thin enough etc
- Thoughts are "fear" based
- Life is about competition, win/lose, and comparison. In order to be okay, I must be " better than"
- The paradigm of scarcity comes from the emotion of "fear"

Those who see the world through a paradigm of abundance tend to think thoughts that are based on love and plenty and include thoughts like

- There is more than enough……..Time, money, resources etc
- I am smart, capable, beautiful, etc
- Thoughts are "love" or "faith" based
- It is all about cooperation, interdependence and "win/win"
- I am not "better than" or "less than" I am me, I am unique
- The paradigm of abundance comes from the emotion of "love"

Therapeutic Focus

- Relationship with parents and immediate family
  a. Honest with others
  b. Trustworthy
  c. Impeccable with my word
- Parent
  a. Understand what "boundaries" are and how to set and hold effective boundaries with your daughter
  b. Continue working on allowing your daughter to be responsible for her own choices, behaviors, emotions and outcomes.

Abundance Phase Assignments (complete in the following order and pass each one off with your therapist before moving on to the next assignment)

1. Read The Magic and complete the daily activity for the 28 days. Keep a record of your daily gratitude steps/activities and turn it in when completed.
2. Read Acres of Diamonds and write a book report on what it means to you and how you can relate the ideas in the book to your own life (minimum three pages typed)
3. Read The Go-Giver and write a book report on what it means to you and how you can relate the ideas in the book to your own life (minimum five pages typed)
4. Read The Four Agreements and write a book report on what it means to you and how you can relate the ideas in the book to your own life (minimum five pages typed)
5. Demonstrate in verbal and written word an understanding of living in abundance versus living in scarcity. Write a five page typed paper describing your understanding of the paradigms of abundance and scarcity and use examples from your own life.

CLOTHING ALLOWED ON ABUNDANCE PHASE

- 8 Shirts
- 2 Sweats
- 3 Pants
- 2 Shorts
- 12 Underwear
- 8 Socks
- 4 Bras
- 5 Undershirts
- 2 Sweat Shirts
- 2 Pajamas
- 1 one-piece Swimsuit
- 1 pair of flip flops or slippers
- All clothes must be modest and cover adequately. NO cleavage allowed at bust or in back at bottom.

Shirts should be able to be tucked in.
Students are responsible to insure that their dress is in accordance with the dress code of RCR. As stated above, clothes must be modest and cover the chest, buttocks and stomach. Shirts must be long enough to tuck in. No jeans with holes. No skinny jeans, tight pants and no tights or pajama pants. No clothes with inappropriate words, pictures or logos, no sweats with writing on the butt, and nothing that promotes or glorifies drugs, alcohol, sex, gangs or any other inappropriate activity.
Students are responsible for the care of all of their personal items including clothing. Students are responsible for doing their own laundry on their assigned laundry day. Students are also responsible for laundering their bed sheets and towels weekly.

Phase Restrictions and Privileges

Abundance: All of the privileges of the previous phase plus the following

- May participate in off campus activities and service projects if behavior is appropriate and other requirements met
- May wear own clothing (must be appropriate)
- May have one medium or two small stuffed animals on bed
- May have other approved knick-knacks
- May have pictures of people on approved contact list and pets
- May have a weekly phone call with parents and/or approved family members at the designated time
- May use an electric razor
- May attend on line church services with parent permission

Requirements for advancing to Self-Interest Phase

- Begin living your life through the paradigm of abundance and applying it in all areas of your life including relationships (with self and others), academics and responses to others successes and failures. Begin focusing on what is "right" or "good" in your life. Recognize and express gratitude for all that you have in your life. Begin to eliminate competition and comparison with others.
- Earn a total of 800 points
- Complete 10 hours of service
- You can "challenge" advancing to phase three when you have 730 or more points and have completed all other phase requirements and as demonstrated by your words and behavior. You can "challenge" one time to advance.

Self-Interest

Selfish vs Self-Interest

Everything that we do, we do for a reason, otherwise we would not do it. Every day we make hundreds of choices and every one of those choices is either in our "self-interest", which means it benefits us and others, or "selfish" which means it "hurts" or does not benefit us or others. We at RCR believe that almost always, we make choices that we believe will make us happy, or in other words, benefit us. Many times those choices seem to benefit us in the short term, (immediate gratification) however they do not benefit us in the long run. For example, let's say I have a test in school tomorrow that I need to study for but my friends call and want to "hang out". So, I decide to go with my friends and not to study. I have fun with my friends but then I "fail" the test the next day. This is an example of a selfish choice. I did what I thought would benefit me or make me happy in the moment and I "put off" the thing, studying, that would have benefited me in the long run. We also call this "doing the easy/hard". We make the choice that is easier or gives us what we want in the moment but then makes things harder for us in the future.

An example of a self-interest choice would have been to tell my friends that I have a test to study for and I will "hang out" with them another time. I then spend the evening studying for my test, go to bed early, get up early and maybe review again for the test, eat a good breakfast and go to class prepared and confident in my preparations and pass the test. This is what we call the hard/easy. It may be hard to tell our friends no, but passing the test will make my life easier academically, my self-confidence will increase as will my parents trust in me and if I plan to go on to college, good grades will help me get in to the school of my choice. It also, and probably most importantly increases my ability to "govern" myself which will make it easier to make self-interest choices in the future.

Therapeutic Focus

Student

- Ability to self-govern
- Healthy relationship with extended family
- Positive influence on others

Parent

- Allow your daughter to be responsible for herself
- Be able to set and hold healthy boundaries
- Develop a positive/healthy relationship with your daughter and be able to communicate and problem solve effectively

Self-Interest Phase Assignments (complete in the following order and pass each one off with your therapist before moving on to the next assignment)

1. Come up with at least five declarations or "I Am" statements and say them at least once each day for thirty days. If you miss a day, go back three days and then keep going until you complete thirty consecutive days.

2. Read "As a Man Thinketh" and write a book report on what it means to you and how you can relate the ideas in the book to you and your life. (Minimum 5 pages typed)
3. Read "The Speed of Trust" and write a book report on what it means to you and how you can relate the ideas in the book to you and your life. (Minimum 5 pages typed
4. Write a paper describing what it means to make selfish and self-interest choices and the outcomes of each. Use examples from your own life. (Minimum of 5 pages typed)
5. Give all of your passwords to all social media sites to your parents

Phase Restrictions and Privileges

Self-Interest: All privileges of the previous phase, plus the following

- May have day visits with parents or other family members on your approved contact list. (8:00 A.M. to 8:00 P.M.)
- May read other books and novels from the RCR library
- May request hair products and other personal hygiene products from parents
- May be given leadership responsibilities (Peer mentor, student leader etc)

Requirements for advancing to Soul Purpose Phase:

- Recognize and understand the difference between making selfish and self-interest choices.
- Demonstrate an ability to make self- interest choices in your day to day activities and in your relationships with your family and peers.
- Begin formulating a plan about what areas of your life you want to make changes in and how you are going to make it happen
- Earn 1200 points
- Complete 10 hours of service

Soul Purpose

"Soul Purpose" is our unique strengths, talents and abilities. It is the things that we love to do and that we are good at, the things that we never tire of, that we could do all day everyday and then be more excited to continue doing it the next day. The second part of "soul purpose" is to figure out how we take that thing that we love to do and that we are good at, and then use it to create value in the world, not only for us but for others. Because we are all unique and individual, if we can identify our "soul purpose", that means that we will be doing something that creates value for the world, in a way, that no one else can, because there is no one else exactly like us. The exciting thing about this is, that it means there is no competition with what I do because no one can do it in exactly the same way that I do it. Imagine what the world would be like if all of us were living our "soul purpose"! This phase is to begin to help you identify your own "soul purpose".

Therapeutic Focus

- Begin to identify your unique strengths, talents and abilities
- Be able to set and achieve personal goals
- Communication: "Seek first to understand, then to be understood". Be able to express your thoughts and feelings effectively and to problem solve
- Boundaries: Have an understanding of what they are and how to use them to keep yourself safe and to establish healthy relationships

Soul Purpose Phase Assignments(complete in the following order and pass each one off with your therapist before moving on to the next assignment)

1. Read "The Prosperity Paradigm" and write a book report on what it means to you and how you can apply it to your life. (Minimum of 5 pages typed)
2. Define "Soul Purpose". Write a five page paper talking about your "soul purpose", what it is and why and how you will use your "soul purpose" to create value in the world.
3. Read "The Jackrabbit Factor" and write a book report on what it means to you and how you can apply it to your life. (Minimum of 5 pages typed)
4. *Create a 10 year plan with specific goals* for one month, three months, six months, one year, five years and 10 years from now. Make sure that you address the following areas, physical health, relationships, education/occupation, spiritual, financial. Write your goals in the present tense as if you have already accomplished your goal as taught in The Jackrabbit Factor. So your goals would start out something like this.
   It is (insert date, 10 years from today). What an amazing day today has been. This morning I participated in my graduation exercises for blank University where I graduated with a 3.85 GPA. I am so excited about the several job offers that I have received…… I am so grateful for all those who have helped me during the past 10 years to accomplish my dreams and goals. My parents have been so supportive of me and today our relationship is amazing. I am excited about my physical health and looking forward to running my first marathon next month. I have been training for this for the past blank amount of time and I am in the best shape that I have ever been in, in my life. Spiritually……. Financially……Other relationships etc. Make your goals as detailed as possible because the more clearly that you can see it in your head, the more likely you will accomplish it.
   The other goals, 5 years, 1 year, six month, three month and one month can be just listed out in bullet point or if you want to write it the same way as the ten year goal, you can. That is up to you. However, you should start with your 10 year goal and then work backwards from that point, creating your map of what you will need to do to accomplish your 10 year plan. This plan should guide you in making your daily goals or commitments.
   This assignment should be a minimum of five pages in length.

5. Successfully serve as a peer mentor and/or student leader
6. Earn 1600 points
7. Complete 10 hours of service

Phase Restrictions and Privileges

Soul Purpose: All privileges of the previous phases plus the following

- May have a CD player and CD's approved by your therapist
- May wear make-up (must be appropriate)
- May have a wristwatch
- May wear jewelry (one pair of earrings, no other piercings)
- May have a midweek phone call with parents
- May run or walk during exercise period unsupervised on campus
- May have overnight visits with parents
- May wear shoes

Requirements for advancing to Principles phase:

- Continue to demonstrate an understanding of and ability to live all of the expectations of the previous phases
- Begin finding ways to share your "soul purpose" with others
- Hold yourself and others accountable to the rules and values of RCR
- Have an open and trusting relationship with your parents or guardians
- Demonstrate an ability to create and accomplish meaningful and measurable goals

Principles

Principle Based Living

A principle is a law, or a truth, that exists and operates in the universe whether we know about it, believe it, agree with it or understand it. An example of a principle in the natural world is gravity. Gravity exists and operates 24 hours a day 7 days a week and affects everything we do. If we are aware of and understand the principle of gravity, then we can use it to our advantage and following it can help keep us safe. If we don't know about or choose to defy the principle of gravity, we will experience a consequence for our choice. For example if I choose to step off of a cliff, hoping to defy gravity or because I believe that I am in some way different than everyone else and so gravity does not apply to me, I will still fall and will experience the consequence of that fall.
Just as there are natural laws or principles that govern our universe, there are also laws or principles that govern happiness, relationships and success. If we know, understand and choose to follow these principles, we will be able to accomplish anything that we desire. What this means is that if we have a sincere desire that we have not yet obtained in our life, it is because there is some principle that we are not aware of and

not following or we are aware of the principle but don't believe it or choose not to follow it.

Therapeutic Focus

Student:

- Be able to identify principles through study, observing cause and effect, application and using your discernment
- Commit to live a principle based life
- Demonstrate an ability to self-govern by consistently staying in stage two and stage three in the stages of control
- Respect for parents
- Compliance with rules and laws that govern you such as parents, work, school, etc
- Transition of all skills and knowledge to home environment

Parent:

- Preparation for daughters return home
- Effective rules and boundaries
- Minimal expectations

Principles Phase Assignments

1. Read two self-help books of your choice from the library and write a book report on each book about what the book means to you and how you can apply it to your life. (Minimum 5 typed pages for each book
2. Write a five page typed paper on principles, what they are and how they operate, Share examples from your own life.
3. Further refine and finalize your ten year goal assignment from Soul Purpose Phase
4. Create your support team by identifying and inviting those individuals that you want to be part of your life upon returning home and who will help you by holding you accountable and by providing love and support.
6. Complete Student Portfolio
7. Organize, plan and complete a service project for RCR or the community. You are not expected to complete the entire project by yourself but instead organize and then with the help of students and staff of RCR and possibly members of the community or organization for whom you are doing the service project work together and complete the project. The project should require 30 to 100 hours to complete. Any costs for the project would need to come from RCR, the organization for whom the project is being completed or from donations.

Phase Restrictions and Privileges

Principles: All privileges of the previous phases plus the following

- Hair straightener and/or curling iron

Requirements For Graduating

- Understand, live by and be able to explain all of the principles of the five phases Taught at RCR
- Demonstrate the ability to self-govern in the following areas of your life, thoughts, beliefs, behaviors and emotions
- Demonstrate the ability to make self-interest choices
- Be able to recognize and live by principles
- Earn 2000 points
- Complete and/or comply with any additional requirements that your parents may have

Opportunity of Revisiting A Phase

Trial Home Visit

The ultimate goal of Re-Creation Retreat is for you to be able to take the knowledge, skills and abilities that you have learned and developed while at RCR and use them to successfully return to your home and community. We also want you to "pay it forward" by teaching others how to create a more happy and successful life through your living example. In order to help you successfully transition home, you will be expected to successfully comply with a three month trial home contract. We believe that the students who are most successful at returning home do so in an organized and planned effort involving you and the other members of your family and team. Initially upon returning home, there should be few privileges and lots of structure with very little down time or "free" time. As you are able to demonstrate an ability to continue to make self-interest choices, follow rules, self-govern and be respectful of your parents rules and expectations then additional privileges and opportunities are given. As you continue to make healthy choices, more and more privileges are given until ultimately your parents will be able to say to you, "you can do whatever you want" because they know that you will make self-interest choices. Re-Creation Retreat has a three month home contract that we recommend that you and your family follow. This contract can be modified with the approval of your therapist. Your therapist will continue to provide individual contact and family therapy during this three month period of time.

Phase Restrictions and Privileges

Trial Home Visit:

- Earn 2000 points
- Complete all phase advancement requirements
- Complete all personal, academic and treatment plan goals
- Completion of any other requirements that parents may have
- Home contract developed and approved by therapist, parents and treatment team

DISCHARGE

- Students will receive a packet of valuable information that will help them return to their homes, including AA/NA Meetings, personal resume, etc.
- Staff will gather all of the student's belongings and will have those things ready to go with the discharge student.
- Student and staff will review and sign inventory sheet.
- The student will be given an envelope of materials that they will need for their trip (things that the envelope may include are: identification, itinerary, money, etc.). If there are questions or concerns about a student's discharge, please contact the student's therapist.

STUDENT MANUAL



I have read the above rules and acknowledge they outline my rights and responsibilities as a resident of Re-Creation Retreat. Failure to follow these rules could result in extended time at RCR, or consequences as determined by the staff. I have had all my questions answered concerning these rights and responsibilities.

I AGREE TO THE ABOVE CONTRACT:

Resident Signature_____ Date_____

RCR Signature_____ Date_____