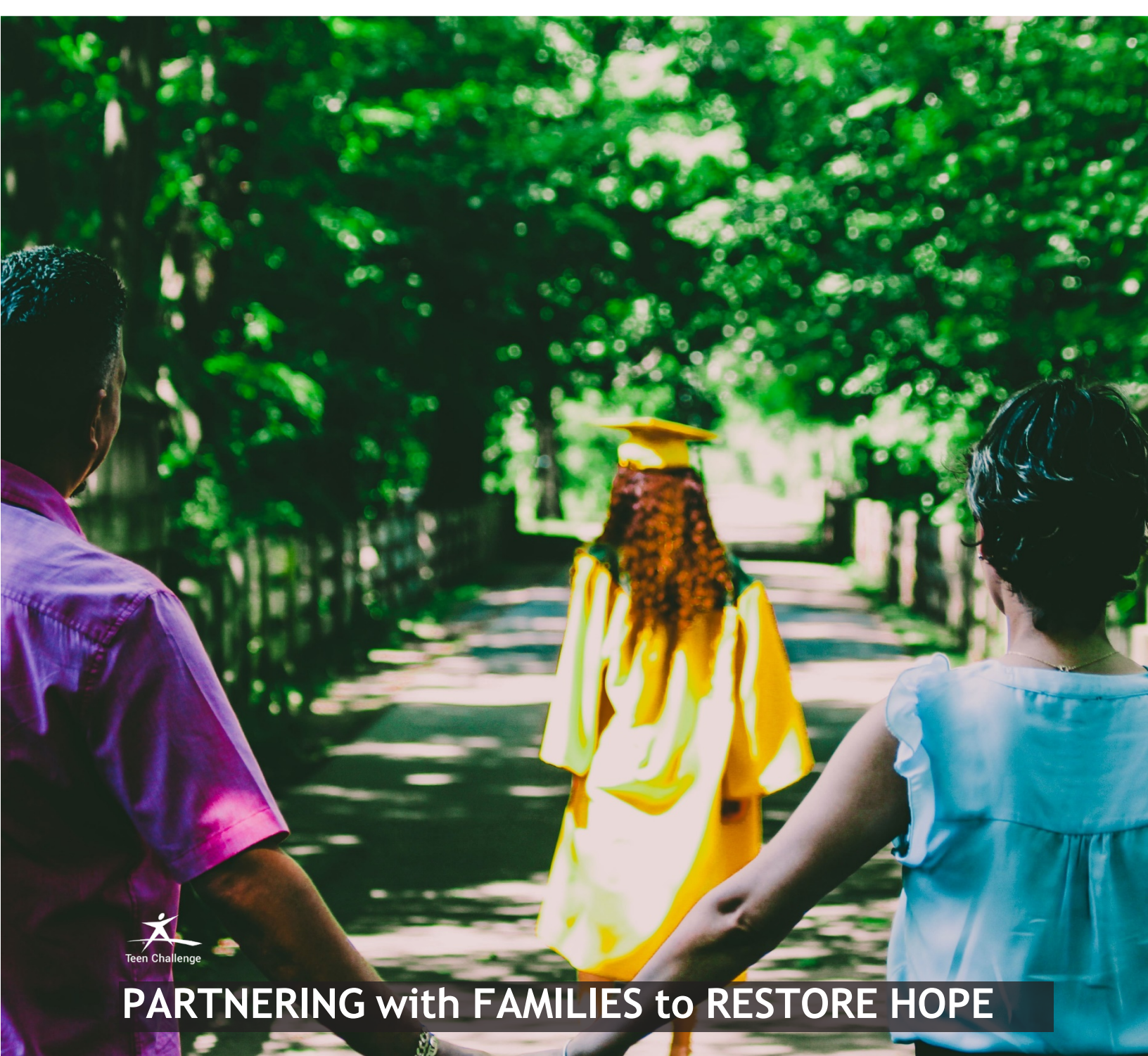




FAMILY

INVOLVEMENT GUIDE



PARTNERING with FAMILIES to RESTORE HOPE

The Refuge Girls Academy: Parent Involvement Guide

By The Refuge Girls Academy

Designed by Wendy Buttacy & Katie Trafford

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For more information contact:

Refuge Teen Challenge
P.O. BOX 572
Lebanon, IN 46052
Phone: 765-482-2336
refugegirlsacademy.
com

FAMILY INVOLVEMENT

OVERVIEW

Dear Parent(s)/Guardian(s):

The Refuge Girls Academy recognizes that parent and family involvement is key to the continued success of its students. Destructive behaviors affect the entire family. We strive to facilitate family reconciliation, healing, and forgiveness as your daughter moves through her program. This is accomplished through regular communication, parent weekends, a structured visit schedule, and by involving you throughout your daughter's program.

Within this guide, you will find guidelines for involvement, communication, family weekends, and important events as you move forward in the program. We have also included a detailed description of our 4 Phase Developmental System. We encourage you, as parents or guardians, to follow along so that you can understand exactly what your daughter is working on.

We have also developed Family & Student Check-In Worksheets for each Family Weekend Pass/Visit during your program. We ask that you fill your worksheet out prior to these weekend visits and your daughter will do the same with one uniquely written for students. You can then sit down as a family and discuss/share your thoughts and feelings regarding those growth concepts. The idea is to give each weekend a family growth focus. This also helps to refocus your daughter on growing opportunities, rather than on just "doing what she needs to get by."

Following along with your daughter's phase learning and utilizing these worksheets is key to your daughter's growth. It allows her to see that you are willing to work alongside her and that you personally value what she is learning. We cannot stress enough the importance of completing the worksheets prior to your daughter's visit, as she will have completed a worksheet of her own to share with you.

Lastly, we have included a "Family Covenant" for you and your daughter to fill out and sign just prior to exiting the program. This covenant helps to establish expectations and clear boundaries when she transitions home. Your parent contact will be available to help answer any questions you may have regarding that contract closer to your daughter's graduation day.

Our prayer is that your family will experience freedom, reconciliation, and healing as the Lord works in your lives.

-The Refuge Family

FAMILY INVOLVEMENT

PARENTAL COMMUNICATION

Refuge Girls Academy strives to keep parents informed of every aspect of their daughter's progress and care by providing:

- A Parent Contact for Each Family
 - Weekly updates from your parent contact

Parent Contact Name: _____ **Phone** _____

Email _____

- Weekly Phone Calls with Your Daughter (after 30 days)
- Regular Letters to & from Home
- Detailed Monthly Progress Reports
 - Behavioral, Spiritual, and Academic Progress is reported

PASS SCHEDULE

Passes are privileges that a student earns as she moves through her program. It is important to note that a student may be determined "ineligible" for a scheduled pass if her behavior does not earn her this privilege. These passes aid students and families in the reconciliation process as their daughters begin to demonstrate responsible choices and personal growth.

- On-Campus Weekend Pass/Family Visit:
 - End of Entry Phase of Program
- Two Off-Campus Weekend Passes/Family Visit:
 - Phase 1 & 2 of Program
- Overnight Weekend Pass/Family Visit:
 - Phase 2 of Program
- Two 4-day Home Passes/Visits:
 - Phase 3 of Program

FAMILY WEEKENDS

Here at The Refuge we believe that a supportive family is what is the success of each student. During the year we have 4 mandatory Family Weekends on campus. This is a refreshing time for the families as well as the students.

2023 Family Weekend Dates

March 17 & 18
June 16 & 17
September 15 & 16
December 15 & 16

FAMILY INVOLVEMENT

STUDENT ADVISOR

Your student will meet once a week with her student adviser. This adviser will work with your student one-on-one addressing the roots of their behaviors and/or addictions, creating desire for recovery, overseeing progress, giving counsel for continued growth, and praying for restoration in your daughter's life.

You and her student adviser will set up a monthly call with your parent contact to discuss monthly reports, spiritual growth, roadblocks, and transitional stages of the program. Additional conference calls will beset up as needed.

MONTHLY REPORT EXAMPLE:

(NAME) MONTHLY PROGRESS REPORTS					
Department Head Recommendations Please note: Students must receive an "yes" from all 3 to be eligible.					
Recommendation for Reward Trip			Recommendation for Phase Move-Up (if applicable)		
Program Director			Program Director		
Academic Administrator			Academic Administrator		
Student Life Coordinator			Student Life Coordinator		
PROJECTED DATES OF PHASE PROMOTIONS					
PHASE 1		PHASE 2		PHASE 3	
IMPORTANT UPCOMING DATES					
1 ST PASS (ON CAMPUS)		2 ND PASS (OFF CAMPUS)		3 RD PASS (OFF CAMPUS)	
4 TH PASS (OVERNIGHT)		5 TH PASS (HOME VISIT)		6 TH PASS (HOME VISIT)	
BANQUET	5/2/20	WALK FOR FREEDOM	7/25/20	EXIT DATE	
Basic Expectations of Phases					
<p>Phase 1: Basic compliance, Respectful behaviors</p> <p>Phase 2: Continued compliance; Willingness to work towards relational growth with family, peers, & staff Continued compliance; Continued relational growth; Willingness to apply basic leadership skills (self-leadership emphasized)</p> <p>Phase 3: Continued compliance; Continued relational & leadership growth; Openness to transitional plan; & Positive role model (Emphasis on positive peer mentorship) Continued compliance; Continued relational & leadership growth; Positive peer mentor/role model; & Actively engaged in transitional plan/finishing strong</p>					

FAMILY INVOLVEMENT

MONTHLY REPORT EXAMPLE:

BEHAVIORAL/SOCIAL SECTION: Compliance, Infractions, Consequences, and Attitude Comments from Program Director			
Writing Disciplines:	Adverse Incidents:	Total:	COMMENTS REGARDING YOUR STUDENT'S OVERALL BEHAVIORAL & SOCIAL DEVELOPMENT IN THE PROGRAM.
-	-	-	
Write ups:			
Red Flags:			
Areas of Growth:			
Prayer points:			
BEHAVIORAL/SOCIAL SUMMARY 1 = Needs significant improvement 5 = Average 10 = Exceeds expectations			
Connects personal choices with consequences			
Responds to correction respectfully			
Responds to correction with remorse/repentance			
Accepts responsibility for actions			
Efforts to change are demonstrated in actions			
Exhibits Biblical principles in personal choices			
Interacts with staff in a healthy/respectful manner			
Relates with peers in a healthy manner			
Strives to resolve conflict			
Demonstrates honesty with self and others			

ACADEMIC SECTION: GRADES, PROGRESS, WORK ETHIC, CLASSROOM BEHAVIOR			
MAJOR ACADEMIC MONTHLY THEMES: COMMENTS FROM ACADEMIC COORDINATOR			
COMMENTS INCLUDE: AREAS OF GROWTH/POSITIVE PROGRESS; GROWING PAINS/RED FLAGS & FOCUS FOR GROWTH REGARDING YOUR STUDENT'S OVERALL ACADEMIC DEVELOPMENT IN THE PROGRAM.			
CLASSROOM BEHAVIOR			
1 = Needs significant improvement 5 = Average 10 = Exceeds expectations			
Ability to stay on task			
Attitude and responsibility			
Neatness of work and personal area			
Interaction with peers and staff during school			
Progression of school work			
ACADEMIC GRADE REPORT (PASTED BELOW)			

FAMILY INVOLVEMENT

MONTHLY REPORT EXAMPLE:

DISCIPLESHIP SECTION (PSNL AND GSNL 'S) STUDENT ADVISOR		
MAJOR SPIRITUAL/EMOTIONAL MONTHLY THEMES: COMMENTS FROM STUDENT ADVISOR		
COMMENTS INCLUDE: AREAS OF GROWTH/POSITIVE PROGRESS; GROWING PAINS/RED FLAGS; FOCUS FOR GROWTH; & PRAYER POINTS REGARDING YOUR STUDENT'S OVERALL SPIRITUAL/EMOTIONAL DEVELOPMENT IN DISCIPLESHIP PROGRAM.		
SPIRITUAL/EMOTIONAL SUMMARY		
1 = Needs significant improvement 5 = Average 10 = Exceeds expectations		
Actively engages in GSNC'S		
Works to complete PSNC work in a timely manner		
Quality of PSNC/GSNC work		
Comprehension of PSNC/GSNC work		
Application of PSNC/GSNC learning		
Displays openness in individual counseling		
Willing to work on personal growth & issues		
Manages negative emotions well		
Able to recognize areas of growth		
Able to recognize areas of weakness		
Motivation to grow spiritual		
Healthy attitude toward/perspective of God		
Healthy view of relationships with peers		
Healthy view of relationships with staff		
Displays motivation to improve family relationships		

COMMUNICATION GUIDELINES



WHAT TO EXPECT

In addition to the communication and reports you will receive from us, the two most important forms of family communication during your daughter's program will be phone calls and letters. Maintaining this consistent contact is key to your daughter's progress and helping in the restoration process. In order to make her transition to The Refuge Girls Academy as smooth as possible, it is of the utmost importance that we agree on the groundrules regarding phone calls and letter writing.

We are here to support YOU! Confronting the manipulative tendencies of teens struggling with addiction is a team effort. As a staff, we have realized that eliminating the potential for manipulation, complaining, and/or lying on the front end, saves us from having to continually address these issues in your daughter's first few months with us. It is also important that we establish control for us as staff, and for you as parents. The more quickly your daughter sees that she is no longer in control of the situation, the easier it will be to redirect that control back to you. To reach this goal, we have established the following rules and parameters for the weekly phone calls and written letters.

WEEKLY PHONE CALLS

- Your daughter will call you once a week for a duration of 15 minutes.
- Your phone call will be every _____ at _____ pm.
- We do not allow complaining, lying, or manipulating on the phone calls.
- There will be no wish lists on the phone.
- Cursing and/or disrespecting family members on the phone is prohibited.
- Staff reserve the right to end the phone call prematurely if any of the above behaviors are being displayed. If this occurs, you as the parent, will receive a phone call after the incident explaining the situation away from the student.
- Phone call time can be split between parents who do not live together.

LETTER WRITING

- Your daughter will be allowed to receive and write letters after she has been in the program for 1 week.
- At the beginning of the program, your daughter is ONLY allowed to receive letters from parents and immediate family members. As your daughter advances in the phase system, other family members may be allowed to correspond with your daughter, pending approval from the Executive Director or the House Manager.
- When writing letters, we do not allow complaining, manipulating, or asking about old friends and/or boyfriends.
- All incoming and outgoing mail is read by your daughter's advisor. If the letter is deemed inappropriate, it will not be mailed to the family and/or shown to the student.
- The mailing address for your daughter is: **The Refuge Girls Academy**

**P.O. Box 572
Lebanon, IN 46052**

COMMUNICATION QUESTIONS



MEDICAL/DENTAL ISSUES

What if my student has a medical or dental problem? What is the process to get her treatment?

- Student reports issue to staff.
- Staff confers with Program Manager.
- Staff will make the appointment.
- In emergency situations, students would be transported to the Emergency Room or 911 is called.
- We will contact you or their emergency contact as soon as we know the student is stable and being cared for.

BIRTHDAYS AND CHRISTMAS

What about birthdays and Christmas? Will she get to celebrate? Do we send gifts?

- For birthdays, the birthday girl and another student, of her choosing, go to lunch with staff, and we will pick-up a cake for her and the entire student body.
 - Funds will come out of her student account, so please consider sending in funds to supplement if needed at that time.
 - If you would like to personally order the cake, please coordinate that order with your parent contact. A local Walmart is our normal provider.
- For Christmas, we plan events and outings for the student body during the season.
- Students do not receive gifts for birthdays or Christmas (if money is sent in, it will be deposited into her student account.)
 - We are unable to accommodate gifts due to space issues and to keep an environment of equality and uniformity among our students.
 - One suggestion we have is to deposit any funds you would have spent on gifts into a fund for clothes for her after she graduates the program as many of our students need new sizes upon their return home.

Entry



→ *Finding* ←

PERSONAL VALUE

“For you created my inmost being; you knit me together in my mother’s womb. I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well. My frame was not hidden from you when I was made in the secret place, when I was woven together in the depths of the earth. Your eyes saw my unformed body; all the days ordained for me were written in your book before one of them came to be.”

— Psalm 139:13–16 —

FINDING PERSONAL VALUE

GOAL

Students begin to understand their personal value, God's love for them, and His purpose for their lives. Understanding this value assists them to confront and manage their emotions, develop greater personal discipline/work ethic, and to take responsibility for their actions.

SPIRITUAL OBJECTIVES

- To introduce students to the basic tenants of faith in Christ
- To introduce students to apologetics, addressing any doubts or questions they may have regarding faith and the Bible
- To facilitate an environment where each student feels like they can make a personal decision to follow Christ, that is fully their own.

SOCIAL/EMOTIONAL OBJECTIVES

- To help students learn about and adjust to their new environment
- To help students identify where they are emotionally and to see how these emotions have affected their past actions
- To help students identify new ways to cope with their emotions (i.e., prayer, the Holy Spirit, exercise, new coping mechanisms)

LIFE SKILLS & PHYSICAL OBJECTIVES

- To introduce students to a structured schedule and the importance of developing discipline and structure
- To introduce students to regular chore & work projects to encourage the growth of their work ethic & to provide them with a sense of accomplishment.
- To introduce students to regular and challenging exercise to help them detox and get their physical health back on track.

ADDICTION EDUCATION OBJECTIVES

- To help students understand that they are here as a result of their own choices
- To confront any denial regarding addiction/behavioral issues.
- To educate students about the nature of their specific addiction



PHASE 1

Building RELATION SHIPS

"A new command I give you: Love one another. As I have loved you, so you must love one another. By this everyone will know that you are my disciples, if you love one another."

John 13:34–35



→ *Servant* ← LEADER SHIP

When he had finished washing the feet, he put on his clothes and returned to his place. "Do you understand what I have done for you?" he asked them. "You call me 'Teacher' and 'Lord: and rightly so, for that what I am. Now that I, your Lord and Teacher, have washed your feet, you also should wash one another's feet I have set you an example that you should do as I have done for you.

-- John 13:12-15 --

SERVANT LEADERSHIP

GOAL

Students prepare themselves for future success by developing servant leadership, personal integrity and faithful obedience. They are also encouraged to find vision and purpose within God's will for their lives.

SPIRITUAL OBJECTIVES

- To model how to follow Christ's example of servant leadership
- To learn the importance of being filled with the fruit of the spirit through baptism in the Holy Spirit in order to give to others out of abundance rather than our own efforts
- To show the importance of growing in faithfulness to God and his plan for their lives
- To learn that God highly values them and has given them each unique gifts, abilities, and purpose

SOCIAL/EMOTIONAL OBJECTIVES

- To encourage students to focus on what they can contribute rather than on what they can get from life/family/relationships
- To have students participate in volunteer & community projects
- To encourage students to begin rebuilding trust in their relationships, as well as their faith in God and themselves by living with steadfast integrity and virtue.

LIFE SKILLS & PHYSICAL OBJECTIVES

- To build their self-esteem by focusing on their unique skills and abilities.
- To encourage them to accomplish challenging physical goals



PHASE 3



↔ *Changing* ↔ CULTURE

Do not conform to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God's will is—his good, pleasing and perfect will.

Romans 12:2

CHANGING CULTURE

GOAL

Students learn to maintain and safeguard their faith and integrity within always changing, cultural settings by developing a definition of their "new normal" and becoming positive culture changers.

SPIRITUAL OBJECTIVES

- To assist students in recognizing how to avoid compartmentalizing their faith, but instead, to allow it to permeate all of who they are and to allow it to impact their world.
- To discuss how the Holy Spirit can empower us to become world changers instead of cultural clones
- To teach students how to begin sharing their faith with their peers now and with others after they leave the program.

SOCIAL/EMOTIONAL OBJECTIVES

- To discuss and work through any fears students may have about returning home (i.e., failure, temptation, facing friends & family)
- To have students develop a list of their "triggers" and to develop a plan of how to handle these in the future
- To discuss and establish what boundaries with friends, family, and their time will need to be established to maintain positive growth
- To teach students the importance of developing healthy friendships & mentor relationships when they return home
- To teach student replacement skills regarding their former behaviors/actions
- To engage students in positive peer mentoring and becoming culture changers while in the program

LIFE SKILLS & PHYSICAL OBJECTIVES

- To help students learn more about their own unique skills and abilities
- To educate students on how they can utilize those strengths when they return home to enact positive change

PHASE 4



Transitioning HOME

It is for freedom that Christ has set us free. Stand firm, then, and do not let yourselves be burdened again by a yoke of slavery.

Galatians 5:1

TRANSITIONING HOME

GOAL

Students prepare for their transition home by setting future career, life, and educational goals and by discussing expectations, rules, and safeguards alongside their families.

SPIRITUAL OBJECTIVES

- To encourage students to grow in and pray for increased faith and hope for their future
- To encourage students to seek out what God has gifted them for and called them to do with their lives
- To teach students the importance of being an ambassador of Christ within whatever future He calls them to
- To teach students the spiritual principle of perseverance and finishing the race

SOCIAL/EMOTIONAL OBJECTIVES

- To help students process how their current actions can either set them up for success or sabotage their future goals
- To help students confront fears and lies they may be holding on to regarding their abilities, worthiness, or hope for the future
- To assist students in developing a working model of what transition looks like for them and what boundaries/relationships will be appropriate
- To facilitate conversation and dialogue between students and their parents in regard to their fears, expectations, and hopes for their return home
- To help families develop a "Family Covenant" that establishes healthy expectations and boundaries for the return home

LIFE SKILLS & PHYSICAL OBJECTIVES

- To help students further their understanding of their unique strengths
- To help students set future career goals and to make an action plan to accomplish these goals

YOUR FAMILY PASS SCHEDULE

It is important to note that the following Pass Schedule is dependent upon your daughter's progress through the phase system. Passes are considered privileges that your daughter earns by demonstrating positive behaviors and working towards her personal growth.

Most of the time, students' progress through their pass schedules as planned. If your daughter has demonstrated behaviors that will cause her to lose her pass privileges, you will be notified beforehand by the Program Director.

PASS SCHEDULE

Start Date	End Date	Event:
		1st On-Campus Weekend Pass
		2nd Off-Campus Weekend Pass
		3rd Off-Campus Weekend Pass
		4th Overnight Weekend Pass
		1st Home Pass
		Last Home Pass

***FOR SPECIFIC PASS SCHEDULES & GUIDELINES...SEE PAGES 21-25.**

Please Note: The weekend visit schedules listed below may be subject to change so keep a close eye out for e-mails around visit times.

FAMILY WEEKENDS

GENERAL GUIDELINES

FAMILY PASS WEEKENDS

Family pass weekends are critical times for our students to reconnect with their families. This is a great opportunity for you, as a family, to reassure and encourage your daughter about her enrollment in the Refgugue Girls Academy program. As a parent, you will experience manipulation on these passes from your daughter. It is of utmost importance, that you hold your ground, abide by the rules, and reiterate that your daughter is exactly whereshe needs to be.

Again, we are a team in this process. Holding steadfast to the rules and requirements of pass weekends will not only give you peace of mind, but it will allow for more fruitful visits as your daughter advances through the program.

WHAT TO EXPECT

You can expect some of the following behaviors from your daughter during family visits:

- Complaining about the program (especially during early visits)
- Manipulation directed towards one or both parents.
- Attempts to use phone, Facebook, social media to contact friends or family members.
- Asking for removal from the program (especially during 2nd/3rd Pass)
- Processing of spiritual and emotional struggles.
- Parents can expect their daughter to "emote" about some of the difficulties they may be experiencing as they grow in their relationship with you and the Lord.
- Asking for new clothes, shoes, etc.

RECOMMENDATIONS FOR YOU

As a parent, we encourage you to do the following on your visits:

- Establish control and boundaries during your visits.
- Encourage, encourage, and encourage!
- If you're struggling throughout the visit, speak with your parent contact about it.
- Don't be afraid to end the pass early if your daughter is being non-compliant.
- Do not fulfill their wish lists as we complete a needs list weekly.
- Maintain control of the visit and keep them busy with family activities.
- As they see you are controlling the tempo, their efforts to push the boundaries may weaken.
- Take time during these visits to share and discuss your Family Check-in worksheets (Appendix A-G) with your daughter.

GENERAL RULES

- NO bringing back unapproved items
- NO cell phone usage
- NO Facebook or social media
- NO contacting old friends, boyfriends, etc.
- Students will be searched by on-duty staff upon return
- Students MUST be supervised at all times during pass
- Students MUST be checked-in with a staff member upon return to campus

FAMILY WEEKEND RECOMMENDATIONS

RECOMMENDED ACTIVITIES

- Fishing, Boating or Hiking (Eagle Creek Park)
- Escape Rooms
- City Scavenger Hunts
- Visit the Indianapolis Art Center
- Bike Tours
- Visit the Indianapolis Zoo
- Picnic at Lebanon Memorial Park
- Visit Newfields (originally the IMA)
- Walk or Bike the Big 4 Trail through Boone County
- Visit the Eitlejorg Museum
- Golfing, Top Golf, or putt-putt

ACTIVITIES TO AVOID

- Going to the movies or any type of show
- Arranging to meet or spend time with another student and their family

*While these activities may be entertaining, they do little to allow time for family interaction and communication. It is important to focus on activities that allow for opportunities to really speak to one another.

HOTEL ACCOMODATIONS

- Though Lebanon's hotels are closer to your daughter, they tend to be more expensive. We recommend using **Priceline.com** to search for the best rates for hotels in the surrounding area.

1ST WEEKEND PASS SCHEDULE & GUIDELINES

OVERVIEW

- This pass is for Parents/Guardians only
- This is an On-Campus pass
- You will spend the day on campus with your daughter until 5:00 pm.
- See Appendix A for your Family Check-in Worksheet
- Note: **Students are NOT allowed to use mobile devices or computers during pass.**

SATURDAY SCHEDULE

Time:	Event:
9:30 am	Start of visit
12:00 pm	Lunch provided for on-campus visits- family may bring in carry-out lunch
1:00 pm	Family activities for on-campus visits
5:00 pm	Visit Ends (Only for students on 1st pass)

SUNDAY SCHEDULE

Time:	Event:
9:30 - 11:00 am	Attend Local Church Service (Time & location may vary)
12:00 pm	Lunch & Fellowship
1:30 pm	End of Visit

GENERAL RULES

*See General Rules on Page 28. We provide personal items in house please DO NOT bring any of the following items:

New clothes, street clothes, hygiene items, leftovers, or drinks/snacks she promised to a fellow student.

Do not bring anything back from pass unless otherwise approved.

HOME PASSES

SCHEDULING & GUIDELINES

OVERVIEW

- This pass is an Overnight pass at your home.
- Students may leave campus on Friday of their designated weekend. Students must return to campus the following Monday
- See Appendix E & F for your Family Check-in Worksheets
- Note: Students are NOT allowed to use mobile devices or computers during pass.

TRAVEL ARRANGEMENTS

- Please speak with your parent contact before scheduling or booking travel arrangements to ensure everyone is on the same page.
- Students may be picked up on Friday any time after 930 am.
- If flights are required, flight departures must be AFTER 930 am, if possible.
- Students must return prior to 5 pm on the following Monday, if possible
- We can provide transport to the Indianapolis Airport.
- If transportation is needed, \$50 will be charged to your daughter's student account (roundtrip).

HOME PASS RULES

- **NO bringing back unapproved items**
- **NO cell phone usage**
- **NO Facebook or social media**
- **NO contacting old friends, girlfriends, etc.**
- **Students MUST be supervised at all times during pass**
- **Students MUST be checked-in with a staff member upon return to campus**
- **Students will be searched by on-duty staff upon return**

We provide personal items in house please DO NOT bring any of the following items:

- New clothes
- Street clothes
- Hygiene items
- Leftovers
- Drinks or snacks she promised to a fellow student.

Do not bring anything back from pass unless otherwise approved.

ANNUAL EVENTS

We know that the battle against addiction can feel like a very isolating and lonely place, so we strive to create annual rallying points for our students, parents, families, alumni, and community supporters to attend each year. We do this through two large events each year in which students, parents, alumni, and community supporters are invited to attend.

Our goal is for each of our students to be blown away by the numbers of people willing to stand alongside them. This is an opportunity for you to feel that support personally and to show that same support either to your daughter or, in future years, to support those who are fighting a battle you are all too familiar with.

Here is our one annual event and a brief explanation of it:

BANQUET

- Held annually each November
- A catered meal in a beautiful venue makes for a great night for all!!
- Information will be sent out when registration opens to purchase tickets for this event.
- Ticket numbers are limited based on space, so we encourage our families to register early each year.

NOTE: PARENTS OF RECENT ENROLLEES

- Students who are new to the program and have not yet had their first visitation pass by the weekend of these events, will be held back from participation. They are often still adjusting/detoxing, and they will be able to start attending the following year, as they will still be enrolled with us.

If you have any questions regarding either of these events, e-mail your parent contact.

8 WAYS TO SABOTAGE SUCCESS SHEET



APPENDIX

A

8 WAYS TO SABOTAGE SUCCESS

#1 ENABLING

Indicating to your student either directly or indirectly that you will bring her home before she finishes her program by saying things like:

- "We will see how you are doing then decide."
- "We will take you out when we decide you are ready."
- "Sweetheart it is just for a few months."
- "It was really your father/mother who decided about Teen Challenge. I really did not agree. I'll talk with him/her."

By making these types of statements, you will circumvent her growth and she will simply "put on a performance," expecting each visit to be the one when you take her home.

#2 DIVIDE & CONQUER

Indicating that you do not agree with a decision that the staff has made, in front of your student:

- "I don't think that is fair, I'll talk with the director about that."
- "The rules seem ridiculous. I don't see much sense in that."

#3 MAINTAINING OLD TIES & KEEPING MEMORIES FRESH

Helping to keep your student connected with old friends, can result in relapses after her return home.

- "I'll stay in contact with your friends and tell them you said "hello."

Talking about his friends and keeping her updated on the "latest news." This can work to keep your student attached to her old peer group, reminding her of her old habits.

#4 CENTER OF YOUR WORLD

Telling her how lonely and depressed you are now that she is in the program. Indicating that you and/or the family have put their life on hold.

#5 AMUNITION FOR MANIPULATION THROUGH GUILT

Missing her phone calls on a regular basis.

#6 RULES ARE SELECTIVE

Allowing her to disregard some or all of the rules while on pass.

#7 DIVIDE THE TEAM

Complaining to, or with her about the daily student schedule or the meals.

#8 ONE-DIRECTIONAL FOCUS

Focusing only on her academic progress but not on her spiritual, emotional, or social progress.

CHECK-IN WORKSHEET FIRST WEEKEND PASS



APPENDIX

B

CHECK-IN WORKSHEET SECOND WEEKEND PASS



APPENDIX

C

SECOND WEEKEND VISIT FAMILY CHECK-IN



A NEW NORMAL

What can you as a family do to help each other communicate more effectively and honestly? Brainstorm ways that both you and your daughter can make changes.

- _____
- _____
- _____
- _____
- _____
- _____

COMMITMENT TO CHANGE

Listed below are some basic tenets of healthy communication. Please add to this list a few of your own after hearing from your daughter and then sign at the bottom.

I pledge to: always be willing to listen and really hear you before making judgments

I pledge to: be honest with myself and my family, even when the truth is uncomfortable or inconvenient.

I pledge to: remember that we are on the same team and that it is NOT about winning or losing...it is about growing as a family.

I pledge to: _____

I pledge to: _____

I pledge to: _____

I pledge to: _____

Signature

Signature

CHECK-IN WORKSHEET THIRD WEEKEND PASS



APPENDIX
D

THIRD WEEKEND VISIT FAMILY CHECK-IN

Please fill out this worksheet and be prepared to share and discuss it with your daughter during your 3rd weekend pass. Currently, your daughter is learning about the importance of personal integrity, faithful obedience, and investing in others through servant leadership. All these characteristics are building blocks to building trust and healthy relationships.

Forgiveness, lasting change, and trust are necessary for rebuilding your family relationships as you move forward. So, take some time this week to discuss what the process of forgiveness and trust building will look like for your family. This is a great opportunity to communicate to your daughter how her investment in the program is a great start towards rebuilding your trust.

OBJECTIVE

To begin the process of rebuilding trust as a family.

GOALS

- To discuss the difference between forgiveness and trust.
- To address any roadblocks holding back forgiveness and trust within your family
- To discuss what it looks like to rebuild trust
- To make a commitment to the process

FORGIVENESS VS. TRUST

Many times, people confuse forgiveness with trust. When in fact, someone can be forgiven while remaining completely untrusted or untrustworthy. Forgiveness is a gift, trust is earned. Forgiveness, however, is the first step towards building that trust.

List anything you feel you still need to offer your daughter forgiveness for. If you are ready to do so, please take some time to offer your forgiveness to her as you share.

- _____
- _____
- _____

Is there anything that you would like to ask your daughter's forgiveness for?

- _____
- _____

THIRD WEEKEND VISIT FAMILY CHECK-IN

TRUST BUSTERS

Trust is a delicate but beautiful thing. It allows someone to feel secure, loved, and safe, but it is also easily broken. Once broken, it can be difficult to put the pieces back together. The biggest piece in rebuilding trust is time. Obedience, faithfulness, and integrity shown over time is what the rebuilding process requires. And your daughter's ability to invest and commit to her program can be a huge first step.

List any fears or worry's you have regarding beginning to trust your daughter again. What types of behaviors and attitudes will have to go to start the process?

- _____
- _____
- _____
- _____
- _____
- _____

REBUILDING

What can your daughter do to rebuild your trust? Start with what she can do while she is in this program and expand to what she can do after she graduates.

- _____
- _____
- _____
- _____
- _____
- _____
- _____

CHECK-IN WORKSHEET FOURTH WEEKEND PASS



APPENDIX
E

FOURTH WEEKEND PASS FAMILY CHECK-IN

Please fill out this worksheet and be prepared to share and discuss it with your daughter during your 4th weekend pass.

Ephesians 6:1-4 says: "Children obey your parents, in the Lord, for this is right. 'Honor your Father and Mother'-- which is the first commandment with a promise--'so that it may go well with you and that you may enjoy a long life on the earth.' Fathers (and I think we can safely infer Mothers here too), do not exasperate your children, instead bring them up in the training and instruction of the Lord."

Towards the end of your overnight visit this week, please take some time to discuss what this verse would look like if it was played out within your family.

OBJECTIVE

To discuss what Ephesians 6 means when it says to "honor our parents" and to "not exasperate our children."

GOALS

- To discuss what "honoring my parents" looks like within your family.
- To discuss how to avoid "exasperating" your daughter.
- To learn how to address one another in ways that is honoring and instructive.
- To celebrate family achievements thus far.

HONORING YOU

Obedience is a much easier concept to grasp than honor in our current culture. The Hebrew words used in Ephesians could more effectively be summed up by two concepts: respect and dignity.

Respect signifies not interrupting or trying to sit in their place. Allowing parents to be the parents...instead of rivals to be challenged constantly. Dignity implies our responsibility to care for our parents when they can no longer care for themselves.

Take some time to list some of the things your son could do or work on to show more "honor" (respect) towards you. Each family has different ways of honoring one another so it is important that your daughter understands what this means to you.

- _____
- _____
- _____
- _____
- _____
- _____

FOURTH WEEKEND PASS FAMILY CHECK-IN

EXASPERATION

"Exasperate" means to anger, frustrate, or embitter. Basically, coming down hard on our children or throwing past mistakes in their faces to "even the score" or to "establish who is boss." This only causes more rebellion, anger, and underneath it all...hurt. Despite what your daughter may say, your opinion matters more than you know.

Instead, this passage calls parents to "instruct" and "train." We are to be a steadfast guide and source of wisdom to our children. Being a good guide, requires us to know our children and the paths ahead. We must warn them of the dangerous side paths and sometimes this requires hard truths, but the intent must always be to "instruct" and "train." The delivery is also key. How would the following two statements make you feel?

"I can't believe that you're hanging out with Jamie!! You are just going to start shooting up again! That kid is no good and she's contagious! You are not to talk to her again, you hear me!?"

"I need to talk to you about how you hung out with Jamie last night. This is a "red flag" for me. I know she was a friend before, but I also know that you were regularly shooting drugs with her. I'm concerned that you are going to hurt yourself again, so I am going to ask that you stop hanging out with her as a precaution. You can blame me if you need a way out of the situation. If you don't listen to me on this, then there will be consequences for your choice (make the consequences clear and follow-through)."

The difference between these two statements is significant. The first utilizes shame, fear, and demands, while the second utilizes truth, reason, and clear boundary setting. The intent behind the first might be misunderstood while the second clearly states that the concern is for your daughter's safety first and foremost.

List any things you have done in the past that may have "exasperated" rather than "instructed" your daughter. How could you do things differently in the future?

- _____
- _____
- _____
- _____
- _____
- _____

FOURTH WEEKEND PASS FAMILY CHECK-IN

CELEBRATING GROWTH

Your daughter is at a place in the program where she may need some encouragement to finish strong. The next few months will be focused on preparing her for the future and her transition home...an extremely important time for solidifying new positive habits. Let's take some time to celebrate hers and your family's growth thus far.

What positive change and growth have you seen in your daughter?

- _____
- _____
- _____
- _____
- _____
- _____

What positive change and growth have you seen in your family?

- _____
- _____
- _____
- _____
- _____
- _____

FIRST HOME PASS WORKSHEET



APPENDIX

F

FIRST HOME PASS CHECK-LIST

Please fill out this worksheet a few days before your daughter's 1st Home Pass. If you feel that some aspects do not apply to your daughter's situation, please leave those spots blank. She will be filling out a similar worksheet so that you can all sit down and discuss your thoughts together. The idea is not to focus on past mistakes, but rather, to be honest about what triggers may have contributed to your daughter's poor choices.

"Triggers" cause us to feel the need to act out in certain ways, either positively or negatively, and can be a variety of things (i.e., relationships, environments, or emotions associated with a past trauma.)

OBJECTIVE

The objective of this worksheet is to help your daughter develop new ways to safeguard her faith and her choices when she exits the program and finds herself in different cultural settings.

GOALS

- To highlight what may have acted as triggers to past negative behaviors
- To outline a plan of action for overcoming or avoiding these triggers in the future
- To include within our plan of action, what we can do to create new, positive triggers.

NEGATIVE RELATIONAL TRIGGERS

Please list any relationships or interactions that you believe may have acted as triggers/influences towards your daughter's past poor choices. Please explain why or how these relationships/interactions affected her behavior.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

FIRST HOME PASS CHECK-LIST



PLAN OF ACTION-RELATIONAL TRIGGERS

Brainstorm some steps she can take to help her avoid these negative relational triggers. What is a good game plan for her to either break away from these relationships or to better manage her responses to them? And how can you, as a family, help her?

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

POSITIVE RELATIONAL TRIGGERS

The best way to safeguard against negative relational triggers is to replace them with new positive relationships. Please list any relationships that you feel could contribute to more positive triggers for your daughter in the future. Include why you believe these relationships/interactions could help her.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

FIRST HOME PASS CHECK-LIST

NEGATIVE ENVIRONMENTAL TRIGGERS

List any environments or aspects of her environment that may have triggered your daughter's past poor choices. (Examples: access to the internet in private environments, if she struggled with pornography or staying at a certain person's house where she had access to drugs or was unsupervised.) Also, explain why you feel they were negative triggers.

- _____
- _____
- _____
- _____
- _____
- _____

PLAN OF ACTION-ENVIRONMENTAL TRIGGERS

Brainstorm things she can do to avoid/safeguard herself against these negative environments. What is a good game plan for her and how can you, as a family help?

- _____
- _____
- _____
- _____
- _____
- _____

FINAL HOME PASS WORKSHEET



APPENDIX

G

FINAL HOME PASS CHECK-LIST



This is a worksheet designed to allow you to express your hopes, concerns, and expectations regarding your daughter's re-entry into your home. We ask that you complete this worksheet and use it as a tool to share these important issues/feelings with one another during your 1st Home Pass. The goal is to address any unresolved feelings, establish a sense of hope and expectation for the future, and to begin to discuss boundaries needed to safeguard your daughter and the family unit.

OUR HOPES FOR YOU

List the positive things that you can see for your daughter's future if she continues to make wise choices. Take some time to build her up and express the positive traits, abilities, and talents that you see within her.

- _____
- _____
- _____
- _____
- _____
- _____

OUR FEARS

List any fears or worries that you are holding on to regarding your daughter's re-entry into the home and for her future. Expressing these fears can help clear the air, as well as help your daughter understand that the rules/expectations you will set up for her are out of concern for her well-being.

- _____
- _____
- _____
- _____
- _____
- _____

FINAL HOME PASS CHECK-LIST



OUR NEEDS

List any needs or types of behavior/ways of relating to one another that you believe your family requires, in order to reestablish trust and to feel safe relationally.

- _____
- _____
- _____
- _____
- _____

OUR EXPECTATIONS

List what your expectations are for your daughter's re-entry into the home. Include how you feel this transition will go and what you would like to see happen/change.

- _____
- _____
- _____
- _____
- _____

NEW STANDARDS

List what your standards/boundaries will be in order to safeguard the progress your daughter has made. Let this be a brainstorming process of how you can help her make good decisions when she returns home. (We will make a more formal list in the Family Covenant that you will fill out prior to graduation.)

- _____
- _____
- _____
- _____
- _____

FAMILY COVENANT

“A NEW NORMAL”



APPENDIX
H

FAMILY COVENANT

The Hebrew word for covenant means "a legal disposition or pledge which can be an 'agreement' or a one-side pledge or promise. So by filling this in and signing it you are pledging to uphold these standards within your home and with your daughter and this covenant will remain in effect even if she chooses to step outside of it. If she chooses to break this covenant, the consequences outlined here will then be upheld. If she stays within this covenant agreement, she will enjoy all of the benefits of being a part of the family unit described here.

SPIRITUAL AGREEMENT

In order to continue her spiritual growth, you will:

- _____
- _____
- _____
- _____

As a family, we will do the following things to help our spiritual growth together:

- _____
- _____
- _____
- _____

ACADEMIC AGREEMENT

In order to ensure academic success you will:

- _____
- _____
- _____
- _____

You will avoid:

- _____
- _____
- _____
- _____

FAMILY COVENANT

SOCIAL AGREEMENT

In order to continue positive peer relationships, you will:

- _____
- _____
- _____
- _____

You will avoid:

- _____
- _____
- _____
- _____

BEHAVIORAL AGREEMENT

In order to ensure positive behaviors, you will:

- _____
- _____
- _____
- _____

You will avoid:

- _____
- _____
- _____
- _____

FAMILY COVENANT

OUR COMMITMENT

Today, we all commit to this family covenant agreement. We understand all the expectations outlined here and that they are in place to benefit and safeguard each of us.

We also understand that a covenant commitment goes beyond a tit for tat agreement. Instead, we are agreeing to uphold these standards regardless of the choices or actions of the others signed here.

We commit to walk alongside one another and to do everything we can to help each of us grow spiritually, relation-ally, and behaviorally. As a family, we agree to respect and honor God and one another by honoring this commitment.

Signature

Date

Signature

Date

Signature

Date

Signature

Date

Signature

Date

Signature

Date

FAMILY COVENANT

FAMILY RELATIONAL AGREEMENT

In order to establish healthy family relationships, we all agree to:

- _____
- _____
- _____
- _____

We will avoid:

- _____
- _____
- _____
- _____

COVENANT CONSEQUENCES & BENEFITS

If these expectations are not upheld, one or more of the following consequences will occur:

- _____
- _____
- _____
- _____

The benefits of upholding this covenant are:

- _____
- _____
- _____
- _____



FINANCES

What You Need to Know



Dear Parents/Guardian of Refuge Student,

We are excited to have your student with us at The Refuge and want to make the transition as comfortable for your family as possible. Here is what you need to know about tuition payments:

1. Tuition will be due each month on the date of enrollment. 11 payments will be made after the initial payment of first month's tuition at enrollment. (Unless special circumstances apply).
2. An invoice will be sent to you by email each month when your payment is due. If payment is not received at the beginning of the month, you will be sent reminders until payment is received.
3. You will have the option to click on a link in the email and pay directly from your bank account each month or we can set up an automatic ACH payment to come out each month. If you would like to have the automatic payments, please call the office and request a form and we can set that up for you. You can also send a check each month if you prefer. Send to: The Refuge Girls Academy, P.O. Box 572, Lebanon, IN 46052.
4. Please feel free to contact the office at 765-482-2336 if you have any questions or need to discuss payments with us.

You paid \$250.00 at enrollment for your student's personal account. This is for special activities, replacement clothing, meals off campus, co-payments for doctor appointments and athletic events that your student participates in. This account will probably need to be replenished from time to time as your student continues in the program. You will receive an email notifying you when this account needs to be replenished.

When your student graduates you will receive an email notifying you of how much is left in your student's account and given the opportunity to be reimbursed or donate the balance to our Student Account Benevolent Fund, which goes to help students whose parents are having financial difficulty.

Again, please feel free to call with any questions you may have.

God Bless,

Missy Bowman
Director, The Refuge Girls Academy