



# **Program Overview**

**SEPTEMBER 2019**





## **Resilience & Recovery**

**Rising Peak Academy is long-term residential program for young men ages 13-18 struggling with co-occurring disorders.**

### **Overview**

Rising Peak Academy is a long-term residential program that provides young men ages 13-18 the opportunities and motivation to succeed in life while dealing with co-occurring disorders including addiction, mental health and behavioral issues. Located on the edge of Glacier Park in Northwest Montana, we focus on healthy activity, academics, counseling and life-skills that establish a foundation of recovery in each and every resident that attends our program.

We deliver exceptional care to the residents and families ensuring that each young man is treated as an individual while instilling the principals of integrity, responsibility, honesty and accountability. In addition, a focus on service and helping others is a philosophy each young man will leave with and use to build character and impact society as a whole. This is accomplished through a 3-phase system motivating each client to focus on successful completion of our program. Each phase is specific to the individual but is based on general principals and a foundation of the 12-step philosophy. Along with academics, community events, recreation and sober fun - the boys will be attending and hosting AA meetings on a regular basis.

### **Phase System**

Rising Peak Academy (RPA) is built around our 3 phase program that moves these young men from Acceptance (Phase 1) to Action (Phase 2) then onto Resilience (Phase 3) and ultimately to Independence by participating in our Alumni program. Each phase outlines specific requirements within each element including Recovery, Academics, Therapy, Service, Health & Wellness and Life Skills. Progress is based on quantitative and qualitative analysis to assess where each client is at in their individual process through 3 weekly staff meetings and resident presentations at the end of each phase. Furthermore, our system helps clients easily identify and be accountable for what is expected in order to see progression.

## **The Rising Peak Advantage**

Rising Peak Academy provides a unique experience for adolescents suffering from addiction that need to acquire coping skills and relapse prevention in order to transition back into a healthy and successful life. Our program advantages can be broken down into 3 categories.

## **Programming**

Leveraging the foundation of the 12-steps our programming will set us apart through the right combination of therapy, academics, life-skill building, healthy living, service and recovery. Our 3-phase approach will develop these young men into ambitious and contributing adults with a service approach to society.

The key is in our daily schedule and exceptional staff. Our principals for staff engagement are based on our core values including:

- Commitment to Quality
- Continuous Improvement
- Open Communication
- Collaboration
- Determination
- Respect
- Accountability

## **Location**

Our property is located in one of the most beautiful areas in the world in Northwest Montana, 15 miles from the airport and our campus is a mountain paradise with more than 20 acres of space for recreation, meditation, swimming, fishing, skiing, ice skating and golf.

Within minutes of Glacier National Park, Whitefish Lake, Bigfork, Big Mountain Ski Area, and Flathead Lake, Rising Peak Academy gives young men the ability to enjoy the beauty of the outdoors 7 days a week, 365 days a year.

## **Partnerships**

We have developed strategic partnerships with local tutoring agencies, testing agencies, Psychologists and Psychiatrists as well as many mentors and professionals in the area to support critical needs and help our young men find their passion. Partnering with Wilderness Treatment Center, a residential care provider for over 35 years, allows us the opportunity to leverage many of the benefits of a program on 6000 acres while living and going to school on the Rising Peak Academy campus.

We are located within 45 minutes of Wilderness Treatment Center which allows us to leverage many of the benefits of the primary care facility for clients needing extra services or opportunities to participate in experiential therapy. These would include speaking opportunities, high ropes course, rappelling, equine therapy, group therapy and therapeutic wilderness trips. The opportunity to provide multi-level services between 2 locations is a clear advantage over many programs.

# Rising Peak Academy Program Elements

## Recovery Program

Rising Peak Academy is based on a 12 Step Model of Recovery with the addition of social connection and the development of resilience through peer-based accountability. Research and our vast experience indicate that the group milieu, participation in family therapy, individual therapy, and 12 Step immersion is the treatment of choice for dealing with substance use and co-occurring disorders. Each client is assessed on an individual basis, which correlates with the treatment process and length of stay. Our clients are given the best opportunity to maintain long-term sobriety. Our recovery team has over 100+ combined years working in the substance use disorder treatment industry, at all ASAM recognized levels of care.

### Recovery Phase 1 (Acceptance)

- Complete Life Story Presentation
- Goal Setting and Presentation
- Obtain a sponsor with 14 days
- Step 1-3
  - \_ Step 1 essay “What Step 1 Means to Me”
  - \_ Step 1 Launch project
  - \_ Formal presentation of Step 1 essay and project.
  
  - \_ Step 2 essay “Higher Power and the True Insanity of Step 2”
  - \_ Step 2 Launch project
  - \_ Formal presentation of Step 2 and project.
  
  - \_ Step 3 essay “How Willingness, Trust, Faith are required in Step 3”
  - \_ Step 3 Launch project
  - \_ Formal presentation of Step 3 and project.
- Read the first five chapters in the AA Big Book and present summary
- Remain Sober and Actively involved in 12 step meetings.

### Recovery Phase II (Action)

- Complete Steps 4-8 and preparation for Step 9.
- Active and Constant working relationship with Sponsor
- Active and Constant attendance and participation in 12 Step Meetings.
- Satisfactorily complete written work on Alcoholics Anonymous Steps 4 through 8
- Complete workbooks for Step 4-8
- Read the first five chapters in Twelve Steps & Twelve Traditions.
- Read chapters 5 and 6 in the Alcoholics Anonymous Big Book.
- Hold myself and other clients accountable to give and receive feedback on recovery issues

- Presentation on “What the Big Book means to Me”.
- Keep weekly notes in workbook regarding Big Book and/or Step Study
- Application for Recovery Advocate for Phase I residents

### **Recovery Phase III (Resilience)**

- Complete Steps 9-12 (Daily Practice)
- Read chapters 6 through 12 in “Twelve Steps and Twelve Traditions.”
- Read chapters 7 through 11 in Alcoholics Anonymous Big Book.
- Presentation of “All Twelve Steps...What you Need to Know.”
- Completion of Recovery Advocate responsibilities and mentorships
- Active participation in 12 step meetings
- Active relationship with Sponsor
- Increase AA attendance and less dependence on therapy groups.
- Demonstrate role model sober behavior and assist with new clients as needed

## **Core Academic Program**

Academics at Rising Peak Academy are a unique and powerful portion of the student’s experience. The focus of our academics is multifold: to help students secure credits transferable to their future school environment and to provide them with communication skills essential to their functionality as confident and productive citizens. Personalized individual learning plans are designed with each student in mind; plans are created as a team with consideration to several individual components, including students: treatment goals, learning style, current high school transcript standing/requirements, future objectives, and academic and social needs. Our hybrid educational model blends flexible online learning via accredited Blueprint Education and Virtual High School, one-on-one tutoring from qualified local subject area teachers, and individual and group instruction in various college and career, communication and life preparation skills by our Montana state licensed Master’s level teacher. Community partnerships provide opportunities for students to learn real life skills from local experts, either through participation in weekly lectures, mentorship relationships, on site tours, life design project, and/or job shadows. Lastly, students will be introduced to the EXCEL leadership model in an academic setting, explicitly teaching goal-setting and accountability practices useful for all areas of life.

## Information about Educational Programming Options

### **FLATHEAD VALLEY COMMUNITY COLLEGE**

**RUNNING START PROGRAM:** partnership with our local Community College provides students with dual credit (high school and college credit) and hands on college experience.

#### **Benefits:**

- Constructive engagement with peers and professors
- Learning in a diverse classroom environment
- Community integration
- Social skills development
- Independence, autonomy, and self-efficacy

### **HIGH SCHOOL GRADUATION:**

Our affiliation with online curriculum servicer Blueprint Academy and VHS allows us to award fully accredited/transferrable high school diplomas.

#### **Benefits:**

- Finalizing high school in a recovery setting
- Creating future pathways
- Sense of accomplishment

### **HIGH SCHOOL EQUIVALENCY OPTION:**

Ideal for students who are significantly behind in high school credits; this option helps students to prepare for and earn their high school equivalency, while building life skills and a post-secondary transcript.

#### **Includes:**

- On site pre-assessments of student readiness in all test subject areas
- Targeted skill lessons in areas of need via Essential Education software
- Test registration at a local test site
- Flathead Valley Community College courses

### **SUBJECT AREA TUTORING:**

our collaboration with local Flathead Valley Tutor and Prep brings licensed and vetted subject area teachers to the RPA campus.

#### **Benefits:**

- Mentorship from a variety of positive adults
- Flexible scheduling
- Targeted content area instruction
- Soft skill training (note-taking, test-taking, etc.)
- STEAM (Science, Technology, Engineering, Art, and Math) projects

### **ACT/SAT PREPARATION:**

RPA partners with Flathead Valley Tutor and Prep to provide students with a comprehensive 6-week content and strategies workshop.

#### **Includes:**

- Test prep workbook with multiple resources and practice tests
- Content and strategies overview by local licensed subject area teachers
- Positive peer interaction at an off-campus setting
- Proctored practice exams with instructor scoring and feedback

### **LIFE SKILLS CURRICULUM:**

In addition to providing students with access to high school credits, we also give students training in a variety of life skills.

#### **Includes:**

- College/private high school application assistance
- Budgeting basics
- Interpersonal communication activities
- Career pathway exploration: guest speakers/internships
- Personal reflection lessons
- Resumé building
- Social-Emotional development lessons

**SELF PACED ONLINE CURRICULUM:**

through our fully accredited online curriculum providers Blueprint and VHS students can move at their own pace through core and elective courses.

**Includes:**

- Fully accredited/transferable credits
- Access to licensed teacher/graders
- Video content lessons
- On site academic support from licensed Master’s level teacher

**TREATMENT & ACADEMIC INTEGRATION:**

We understand that recovery is the foundation for all areas of life. With this in mind, Rising Peak Academy’s academic and therapeutic teams are highly collaborative.

**Benefits:**

- Continuity in care and treatment planning
- Daily journals and discussion address academic, current event, and recovery topics
- Encourages self-reflection and group accountability

**Measures of Success for each Academic Phase**

Residents will demonstrate proficiency by achieving the following measurable targets:

<b>PHASE I Acceptance</b>	<b>PHASE II Action</b>	<b>PHASE III Resilience</b>
<ul style="list-style-type: none"> <li>• Earn 70% or better in core courses</li> <li>• Stay on task during academic hours approximately 70% of the time as determined by course completion minutes online</li> <li>• Follow behavior expectations of the schoolhouse with minimal reminders from staff</li> <li>• Complete at least 70% of tasks/assignments given by the Academic Supervisor during the timeframe given</li> <li>• Participate in Socratic Seminar about 70% of the time, responding minimally in writing and verbally</li> <li>• Read a recovery memoir and submit a written book review to the Academic Supervisor</li> </ul>	<ul style="list-style-type: none"> <li>• Earn 80% or better in core courses</li> <li>• Stay on task during academic hours approximately 80% of the time as determined by course completion minutes online</li> <li>• Exhibits self-directed behaviors such as:                             <ul style="list-style-type: none"> <li>○ Completing chores without staff reminders</li> <li>○ Managing personal impulses/refraining from distracting others</li> <li>○ Asking for help when needed</li> </ul> </li> <li>• Participate in Socratic Seminar about 80% of the time, responding in full written paragraphs and expanding on thinking verbally</li> <li>• Write a recovery narrative and submit to the Academic Supervisor (potential pre-writing assignment for Phase 3 completion of program exit success plan and/or college applications)</li> </ul>	<ul style="list-style-type: none"> <li>• Earn 90% or better in core courses</li> <li>• Stay on task during academic hours approximately 90% of the time as determined by course completion minutes online</li> <li>• Exhibits self-directed behaviors such as:                             <ul style="list-style-type: none"> <li>○ Completing chores without staff reminders</li> <li>○ Managing personal impulses/refraining from distracting others</li> <li>○ Asking for help when needed</li> <li>○ Offering to help others</li> </ul> </li> <li>• Participate in Socratic Seminar about 90% of the time, responding in full written paragraphs and expanding on thinking verbally and asking clarifying questions of others’ ways of thinking</li> <li>• Complete a program exit success plan and schedule a time with tea members for plan review</li> </ul>

## **Privileges and Responsibilities for Academic Phases**

### **Academics Phase I (Acceptance)**

- Begin core classes (English, Science, Math, or Social Studies)
- Determine need/desire for on-site tutoring services
- Active participation in all daily classroom functions
- Upholding school rules, policies, and procedures
- Appropriate and honest use of equipment
- Successful completion of weekly academic and behavioral goals
- Focused use of class time toward course completion
- Completion of daily journal assignment
- Participate in Socratic Seminar discussions

### **Academics Phase II (Action)**

**In addition to all Phase I responsibilities, in Phase II student are expected to demonstrate and have earned the privileges of:**

- Consistent progression through core classes (English, Science, Math, or Social Studies)
- Participation in at least 1 elective (art, music, gym, etc.)
- Eligible to apply for Schoolhouse Concierge position
- Earned computer time outside school hours
- Eligible for a personal email account
- Eligible for dual-credit community college courses online
- Continued on-site tutoring as appropriate
- Volunteering for additional schoolhouse duties

### **Academics Phase III (Resilience)**

**In addition to all Phase I and II responsibilities, in Phase III student are expected to demonstrate and have earned the privileges of:**

- Eligible for unsupervised access to computer lab outside the school day
- Eligible to enroll in on campus community college courses
- Eligible for off-site job shadows, assistantship, internship, mentoring
- Eligible to apply for the Schoolhouse Assistant position
- Autonomy toward setting and completing academic goals
- Mentoring/School Assistant role
- Finalizing graduation requirements or re-entry to home high school requirements
- Completion of Life Skills curriculum
- Completion of program exit success plan



NOTE: Often student's specific academic needs will preclude them from having to qualify for/earn participation in certain privileges isolated to upper levels of care. For example, if a student is graduating from Rising Peak within the next few months, their academic plan would automatically qualify them for participation in college courses. However, their progress in all facets of programming at Rising Peak will determine the extent of their eligibility. For instance, if their residential/recovery behavior exhibits defiance and drug seeking behaviors, RPA staff might deem it inappropriate for the student to attend on campus courses until the student's behavior has stabilized. All of these exemptions, etc. will be determined through collaboration with RPA staff, the student/resident and their parents. Additionally, being on this level does not automatically entail residents to all rights and privileges associated with that level, as deemed appropriate by the RPA team.

## **Therapeutic Program**

Rising Peak Academy seeks to build healthy peer-to-peer relationships rooted in 12-step recovery values and principles. Learning and implementing healthy relationship skills allows our students to launch and succeed in maintaining a manageable life. Therapists come for an Attachment-based perspective, believing this method will shape treatment planning and overall development. Individual therapy, group therapy, psycho-educational lectures and groups, community meetings, Cognitive Behavioral Therapy (CBT), mindfulness skill-development, Emotionally Focused Therapy, Motivational Interviewing, EDMR, Psychodynamics, Family Therapy and Sculpting, Equine Therapy, Wilderness Therapy, Ropes Course, and other Experiential Therapies are the primary methods we use for change. We also provide access to local Psychologists, Psychiatrists and advanced testing facilities if necessary.

### **Therapy Phase I (Acceptance)**

- Individual Therapy Weekly
- 2 Process groups Weekly
- 1 Community-led group Weekly
- 1 Psycho-educational group Weekly
- Implement Mindfulness Approach
- Complete Initial Treatment Plan
  - \_ Honest and Open during Therapeutic Sessions
  - \_ Participate in Equine Assisted Therapy Sessions
  - \_ Presentation on "What I have learned from my Therapy in Phase 1"

### **Therapy Phase II (Action)**

- Complete second individualized treatment plan
- Active and Open communication in all therapeutic activities
- Opportunities for video-therapy sessions with family
- Begin additional therapies outside of RPA
- Participate in group and individual Equine Assisted Therapy sessions
- Continue to identify and plan any additional therapy issues
- Home visitation and presentation related to Home Visit

### **Therapy Phase III (Resilience)**

- Complete third individualized treatment plan
- Complete video-conference family sessions
- Begin individual trauma-specialized therapies (EDMR, CBT, EAT)

## **Life Skills Program**

Our mission in this area is simple; help our students launch into young adulthood practicing the core values of sobriety. This allows our students to live honest, productive lives, where they are living a life congruent with positive morals and values. We strive for holistic balance in physical, emotional/mental well-being, and spiritual health. The goal for our Life Skills Program is to instill manageability in all aspects of life.

### **Life Skills Phase I (Acceptance)**

- Follow Rising Peak Academy's Residential Rules and Policies at all times
- Engage as an active member of the community
- Successfully complete initial Family Visitation program
- Establish role modeling expectations
- Showing maturity in all situations especially public areas
- Understanding manageability and impact on all aspects of life
- Following all rules regarding technology and social media
- Completion of Introduction to Social Media program
- Completion of Phase I Cooking Program

### **Life Skills Phase II (Action)**

- Satisfactorily complete jobs that are assigned
- Volunteer for more than my share in all duties
- Increased participation in appropriate recreational activities
- Develop constructive leisure time activities and hobbies
- Develop a budget and personal finance plan
- Ability to participate in our Work/Mentor program
- Develop proposals for outside activities
- Ability to become a resident advisor
- Ability to move to Phase 2 room/housing
- Completion of Social Media personal inventory
- Completion of Phase II Cooking Program

### **Life Skills Phase III (Resilience)**

- Show ability to have a manageable life with little to no supervision
- Ability to Move into Phase 3 room/housing
- Volunteer and Work opportunities
- Completion of Social Media Positive Influencer Program
- Completion of Phase III Cooking Program
- Complete Life Design Project
- Address community and reentry issues and expectations
- Graduation and Alumni Program (RPA Independence Program)

### **Service Program**

“Service,” especially completed without the expectation of reciprocity or compensation, is an essential component of twelve step recovery. However, outside of “the rooms” contemporary research supports notions that service via volunteerism, generosity, listening, offering emotional support, etc. and general “others centeredness” leads to a youth’s overall wellbeing throughout their lifetime. Statistically, young adults who participated in service displayed increased self-esteem, morality, sense of belonging, social assimilation, confidence, happiness, satisfaction, and overall more positive and thorough engagement in all aspects of their lives. At Rising Peak Academy we promote an environment of service and philanthropy throughout a residents stay to support recovery as well as address entitlement and over-all emotional satisfaction.

#### **Service Program Phase I (Acceptance)**

- Participate in group service projects throughout the community
- Identify one organization to focus volunteer opportunities
- Engage in RPA philanthropic programs

#### **Service Program Phase II (Action)**

- Organize weekend service activities for all residents
- Complete paper on the “Benefits of Service”
- Create a future service road-map
- Identify a national organization that you would like to support
- Write a Blog entry for the website on Service

#### **Service Program Phase III (Resilience)**

- Lead as Service Liaison for Rising Peak Academy
- Mentor Phase I and Phase II residents on their service plans
- Present to residents/staff/families on Service at RPA

## **Health & Wellness Program**

Adolescence is a critical stage of development during which physical, intellectual, emotional, and psychological changes occur. While adolescence is a relatively healthy period of life, adolescents begin to make lifestyle choices and establish behaviors that affect both their current and future health. Our goal is to improve the healthy development, health, safety, and well-being of adolescents and young adults during their stay at Rising Peak Academy.

Our program focuses on healthy activity, while fostering an understanding of nutrition and open communication regarding adolescent health issues. By focusing on family and peer group support we are able to provide an environment for positive development of healthy behaviors for the young men that attend our program. We also provide daily opportunities to expand fitness levels and nutrition education and monitor resident progression to ensure that each resident is able to reach their individual goal(s).

### **Health & Wellness Program Phase I (Acceptance)**

- Activate RPA Fit challenge and reach weekly/monthly goals
- Participate in group physical education program and activities
- Develop wellness goals including fitness and nutrition plan
- Earn days at Summit Medical Fitness Center

### **Health & Wellness Program Phase II (Action)**

- Create personal exercise program with trainer
- Complete paper on the "My Personal Health and Wellness"
- Create a week of nutritional meals for cook based on goals
- Read one book on health, wellness and nutrition
- Monitor and measure vitals

### **Health & Wellness Program Phase III (Resilience)**

- Develop and lead a group exercise program for all residents
- Mentor Phase I and Phase II residents on their personal wellness plans
- Write Blog entry regarding personal life changing impact of health and wellness
- Present benefits of health and wellness to residents/staff/families