



Forest Ridge  
Youth Services

# **Residential Treatment Program Handbook**

# **FOREST RIDGE YOUTH SERVICES COMMUNITY LEVEL RESIDENTIAL**

## **Program Handbook**

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# FOREST RIDGE YOUTH SERVICES PROGRAM HANDBOOK

Welcome to Forest Ridge. We are excited to share with you the tools, lessons and activities that have been designed and developed through Forest Ridge's 30 years of providing treatment to teenage girls.

This Program Handbook and the Orientation Level of packet work has been developed to introduce and familiarize parents and students with Forest Ridge philosophy, program expectations, daily living, and opportunities created by being a part of our program.

Forest Ridge Youth Services is a residential treatment program located in Northwest Iowa that serves young women ages 13-18. The Forest Ridge program has been designed to identify and interrupt unhealthy patterns of thinking and behavior by teaching students to be responsible for themselves and each other, thus creating a healthier value system. Forest Ridge uses a Socially Interactive Environment (students helping students with staff support and supervision) approach to create a setting of care and concern, which helps learning to occur. In a socially interactive environment, every member of the group is responsible for striving for her own personal success as well as helping peers become successful by providing encouragement, leadership, and positive role modeling.

Specific focus areas include individual counseling, group counseling, 7 Thinking Pattern counseling, level packets, substance abuse treatment/education, Behavioral Health Intervention services (BHIS), community service, education, athletics/recreation, family focused treatment, and transition/discharge planning all facilitated in a socially interactive environment.

## **The Female Specific Programming at Forest Ridge...**

- ensures the students feel safe, both emotionally and physically.
- respects different cultures.
- encourages healthy relationships.
- has positive female role models and counselors.
- talks about the abuse in girl's lives.
- focuses on strengths, not weaknesses.
- talks about sexuality, including pregnancy and parenting.
- has strong educational and work-related opportunities.
- talks about the health needs of females, including healthy diets and exercise.
- Values the spiritual lives of the students.
- involves members of girls' families, whenever possible.

The staff members are in charge of the student group at all times, and at no time do they give this control to a student or group of students. Any corrective action is the job of the staff. A student is never allowed to discipline another student.

When students show regular positive behavior they can earn off-campus activities, paying jobs, and a place in the Falcons Club.

In April 2009, Forest Ridge Youth Services attained accreditation by CARF International for its *Residential Treatment for Children and Adolescents programs and Community Housing and Shelters (Juvenile Justice)*. The CARF accreditation decision represents the highest level of accreditation that can be awarded to an organization and the organization's substantial conformance to the CARF standards.

In April 2012, Forest Ridge completed the resurvey process and was awarded a 3 year accreditation from CARF. In addition to the re-accreditation of the programs and services listed above, Forest Ridge also attained accreditation to provide *Counseling Services for Children and Adolescents*.

## **Staff Qualifications and Responsibilities**

Forest Ridge is fully committed to operating safe and secure units that provide meaningful rehabilitation opportunities for all youth. All units are staffed with a team of highly trained professionals. Each team builds a strong youth environment that is based on humane treatment and the mutual respect of staff and youth. All staff members are required to adhere to a strict code of ethics and serve as positive role models to youth and co-workers. Listed below are unit staff qualifications, responsibilities, and the specific code all staff are expected to adhere to.

## **Youth Counselor**

### **Qualifications:**

All youth counselors are required to have a high school diploma or HSED with preferred one year related work experience in a Human Services related field or have graduated from an accredited 4-year college or university with a rehabilitative treatment services qualifying degree.

### **Responsibilities:**

- Role Model pro-social behaviors to students and co-workers.
- Maintain the security of the facility and grounds.
- Supervise, observe, and interact with youth in activities.
- Maintain ongoing communication with family.
- Ensure appropriate programs that have been developed are implemented to meet student needs.
- Give basic instruction to youth in work, recreation, and cottage activities.
- Provide primary counseling to assigned list of students and assist in counseling for all other students.
- Oversee and maintain the general health and well being of all of the students in his/her assigned cottage.
- Provide crisis intervention for all students.

## **Group Leader**

### **Qualifications:**

All group leaders are required to have a high school diploma or HSED with preferred one year related work experiences in a Human Services related field or to have graduated from an accredited 4-year college or university with a rehabilitative treatment services qualifying degree.

### **Responsibilities:**

- Role Model pro-social behavior to students and staff
- Maintain ongoing communication with family and placing worker.
- Coordinate situations while ensuring the safety/security of students, staff, and facility.
- Assist in coordinating all daily treatment and daily living experiences for the youth.
- Ensure appropriate programs are developed and implemented to meet student needs and monitor programming on an on-going basis to ensure quality delivery.
- Supervise, observe, and interact with youth in activities.
- Oversee and maintain the general health and well being of all the students in his/her assigned cottage.
- Assist in development of staff through leadership and ongoing feedback.

## **Team Leader**

### **Qualifications:**

All team leaders are required to have a High School Diploma or HSED with preferred one year related work experience in a Human Services related field or graduate from an accredited 4 year college or university with rehabilitative treatment services qualifying degree.

### **Responsibilities:**

- Role Model pro-social behavior to students and staff.
- Maintain ongoing communication with placing worker and family.
- Handle with coordinate all situations while ensuring the safety/security of students, staff, and facility.
- Coordinate all daily treatment and living experiences for the youth.
- Ensure appropriate programs are developed and implemented to meet student needs and monitor programming on an on-going basis to ensure quality delivery.
- Ensure that each individual treatment plan is developed reflective of the student's needs.
- Supervise, observe, and interact with youth in activities.
- Facilitate all staffings to review student progress and make recommendations to court.
- Oversee and maintain the general health and well-being of all of the students assigned to his/her cottage.
- Facilitate group counseling and provide guidance to students in a supportive atmosphere.
- Lead in development of staff through leadership and ongoing feedback

As a leader in the Juvenile services industry, Forest Ridge must set the example of professionalism. We want to ensure that staff maintains honesty and professionalism through adhering to the highest ethical standards. It is through these standards that the below Code of Conduct was created and is to be followed by all staff.

### **Employee Code of Conduct**

1. I will always be professional and strictly follow FOREST RIDGE's high standards of ethics and conduct.
2. I will earn the respect of both the youth and my fellow employees by always being a positive role model.
3. I will maintain proficiency in all my assigned duties and respond properly to all routine and emergency situations.

4. I will protect the rights of all those under my authority and ensure their safety, security and well-being.
5. I will refrain from the use of abusive language or actions and will neither threaten nor harass any person for any reason. I will maintain self-control even under the most severe provocation.
6. I will never abuse my position of trust nor engage in behavior that could reflect negatively on FOREST RIDGE or the contracting agency.

All staff members are required to disclose any and all conflicts of interest as they may pertain to an individual student, student's family or other relationships, personal or business related.

## **THE SEVEN LEVELS OF INTERVENTION**

*In a Socially Interactive Environment setting, students take responsibility for helping others, and accepting help when offered. **The Seven Levels of Intervention** is a tool for students to learn problem solving and conflict resolution.*

When a student has an inappropriate behavior or makes a poor decision, an intervention is used. All interventions are done with care and concern for the student. When the student accepts an intervention at any level, the intervention ends. There are seven levels of intervention:

**Level 1: The Friendly Non-Verbal** When a student is not following through with a program norm, a friendly non-verbal sign will be given with the eyes, hand, or head. These signs are to show the student that a behavior needs to change immediately.

**Level 2: The Concerned Non-Verbal** The concerned non-verbal is a more firm and noticeable facial expression or sign with the eyes, hand, or head to give a more serious request for an immediate change in behavior.

**Level 3: The Helpful Verbal** The helpful verbal is a verbal statement that is spoken to the student in a helpful way telling them what they are doing wrong and what they need to do to change it.

**Level 4: The Concerned Verbal** The concerned verbal tells the student that the behavior is starting to be more serious. This intervention uses a stronger tone of voice, facial expression, or gesture (not involving any touching of the student) and may be needed to emphasize that a change in behavior is required.

**Level 5: Student/Staff Support** Verbal support is asked for from the other students and staff persons when the concerned verbal intervention has been rejected. This is to communicate to the student a higher level of concern over her behavior and that peer group support is present to help with the problem.

**Level 6: Staff Intervention** The staff offers a number of options, which will be the last opportunity for the student to take the initiative in resolving the situation herself.

Options include:

**IESCAPE**...a process for reviewing and learning from an issue...

Isolate Explore Share Connect Alternatives Plan Entry

**Chill-out**...a brief time apart from the situation to consider alternatives...staff supervised

**Physical Restraint Technique Standing/Escort** A staff member may restrict the movement of a student in situations that create a safety risk to others, self, or property. In extreme cases of major disruption to the peer culture this level of intervention may be appropriate.

**Level 7: Physical Restraint Technique Supine/Sitting** Is used by staff only when a student exhibits behavior that will endanger the student's safety or the safety of others through physical harm or property damage. The staff will use crisis intervention techniques to aid the student in regaining self-control, at which time the student will be given the opportunity to process the incident until resolution is reached through the development of an intervention plan.

*These intervention skills allow for daily practice in handling conflict in a positive manner. It also allows youth to practice problem solving under the supervision and guidance of the staff as they interact with each other on a day-to-day basis. Practicing these skills allow the youth to become successful with each other's help while learning the value of giving and accepting assistance.*

## **THE PROGRAM STAGES**

*The level system defines specific learning objectives in educational, vocational, and socialization skills, which address changes in delinquent thinking and behavior patterns. In order to earn promotions in the level system, students must demonstrate new skills, knowledge, and behavior through group discussions, written assignments, and personal interactions with peers and staff.*

### **Orientation Level - Learning program rules and staff roles**

Students are first taught how the program works and the responsibilities of both the students and staff. Students learn program beliefs, goals and objectives. Staff and students explain behavior expectations and norms. When girls understand why they are at Forest Ridge and how the program works, they are more prepared to choose success.

### **Level I - Developing self-awareness of past patterns of thinking and behavior**

This level helps students figure out how their past thinking and behaviors have caused them some problems. The first step in making good decisions is to understand why past choices didn't reach the desired outcome.

### **Level II - Learning how behavior affects others**

At this level, students learn how their behaviors have affected other people. Students also learn about positive relationships. During Level II, the motivation to change may begin to "come from the inside"- students become internally motivated to change and to desire self-improvement beyond merely "doing what they are told to do."

**Level III - Learning positive options to past thinking and ways of behaving**

This level focuses on practicing new skills in decision-making, critical thinking, and problem solving. Students have opportunities to exercise responsibility and to develop trust in leadership roles with peers. Staff members guide students in practicing their new skills. Students develop self-confidence leading to a positive self-image.

**Level IV/Falcon - Learning to support and add to success**

This level teaches girls how to continue making positive changes to help ensure ongoing success after discharge from Forest Ridge. On this level, students have the responsibility of teaching and role modeling for new students who are still struggling with old thinking and behaviors. Doing this helps students remember their own new ways of thinking and behaving. This level also helps girls identify future needs and facilitates the development of plans for resources and supports when they discharge.

A Falcon serves as a role model and represents the rest of the girls. This group of students will have a large influence on the environment and its role in changing behavior. For this reason, a Falcon is given additional opportunities, is well known, and plays a big role in the way our peer environment works.

She must demonstrate strong, positive leadership or show she is able to strengthen these skills with direction and practice.

A Falcon may lose her privileges. Examples of behavior which can cause a Falcon to lose her privileges include physical restraint, fighting, running away or engaging in any criminal behavior. If a Falcon does lose her privileges, it will be explained to her and to her worker why she lost them and what she needs to do to get them back. Please understand that just because a student reaches her Falcon level does not mean that she is ready for discharge to home or other living situation. Rather, it indicates that she is recognizing the reality surrounding her past behaviors and is trying to change them.

When young women become Falcons, they need time to practice these positive behaviors in an environment that supports positive change. This teaches the student that she can get her needs met in a positive way. The goal for each student is to recognize this and to permanently change the way she thinks about getting her needs met.

**INDIVIDUALIZED CASE PLANNING**

Since each student arrives at Forest Ridge with a different set of abilities, needs, and risks, Forest Ridge creates different plans for each student. Because Forest Ridge has many different programs, we are able to give each student the help she needs in school and in her treatment program. The Admissions Department communicates with the placing worker and guardian and receives written documentation to help create the first assessment of the student’s needs and risks. Staff and peers notice how a new student behaves and offers input to the treatment plan based on observations and interactions. The student herself helps to decide what goals and objectives she needs to work on and the order in which she will work on them.

Iowa students require an assessment completed by a Licensed Practitioner of the Healing Arts (LPHA). If there is not a current LPHA assessment available when a student is admitted to Forest Ridge, an assessment will be done as soon as possible upon admission. Information from the LPHA assessment will be used for writing an individual implementation plan. This Behavioral Health Intervention Services (BHIS) implementation plan and LPHA assessment will then be sent in for approval.

Each student receives an initial case plan upon admission to the program. After 30 days and every three months thereafter the case plan will be reviewed and changes will be made as the student works to meet her goals. Written reports and staffings involve contribution from the student, family, and placing worker in discussing the student’s progress toward transition and program completion. All requests for additional reports for court and in-person participation in court hearings pertaining to the student will be made to the student’s Team Leader or Case Manager at least two weeks prior to the scheduled court hearing. Forest Ridge will make arrangements to transport students to scheduled court review hearings regarding the student’s placement at Forest Ridge. If a student’s recent behavior or risk of flight warrants a law enforcement transport, the Team Leader/Case Manager will make arrangements with the placing worker prior to the scheduled court hearing.

**INDIVIDUAL PROGRESS EVALUATION**

Individual Progress Evaluations (Primary Reviews) are done every week. Students receive feedback on their thinking patterns and how their thinking will affect their future. This is a good time for the primary counselor to give the student advice and for the student to accept constructive feedback. This is an important skill to develop for the future.

**The seven areas of focus are:**

- Relating to Adults.....The ability to relate to adults accepting the legitimate authority and responsibilities they have over youth in their care.
- Relating to Peers .....The ability to relate to peers of a similar age that is healthy, encouraging and mutually beneficial to each one’s safety, welfare, and pro-social goals.

- Learn from past experiences....The ability to see and accept personal responsibility for one's choices.
- Problem Solve.....The ability to resolve conflicts fairly through negotiation and compromise.
- Self- Restraint.....The ability to exercise control over impulses and delay gratification.
- Managing Emotions.....The ability to identify accurately and manage behavior in the presence of strong emotions.
- Verbal & Physical Aggression...The ability to relate to others in circumstances of conflict without the use of physical force, intimidation, or attempts to embarrass or humiliate others.

*Feedback also addresses growth on program goals and treatment goals.*

## **BEHAVIOR EXPECTATIONS- DISCIPLINE POLICY**

*Forest Ridge is a safe and stable placement. Programming encourages a positive response by students to rules.*

*Campus norms are designed to help the girls live together, to give each other support, and to encourage respect for each other.*

When a student has behaviors that are not acceptable, she will be taught more positive and appropriate behaviors. The students are expected to accept all interventions. This will help the student be more aware of the needs of the group and will eliminate the need for higher levels of intervention. There are many opportunities for students to learn to be successful. Natural consequences provide an opportunity for the student to learn that there is accountability for irresponsible behavior. Natural consequences may include a short-term loss of privileges or other activities. All consequences teach. They are designed so they will not embarrass or humiliate a student.

Any loss of privileges will be decided by staff and reviewed weekly. How the student behaves will determine when she gets her privileges back.

One basic idea of Forest Ridge Youth Services is that learning self-discipline is an important part of growing into a responsible adult. Discipline is taught by having situations where students can choose between clear choices and responsibility versus irresponsible behavior, with consequences for each choice.

**Protections from Abuse-** Students have the right to be protected from acts or threats of harm, emotional, physical or sexual abuse or mistreatment from other students, staff, or volunteers. Assurance of freedom from abuse is embodied in the following policies:

- The Student Grievance Policy is reviewed
- Corporal (physical) punishment is strictly prohibited
- Approved physical restraint procedures will be used only under these circumstances:
  - The student presents a serious physical threat to self, others, or property
  - The student is causing a major disturbance
- No language which belittles, berates, derides, mocks, scorns, or is sarcastic or damaging to a resident's sense of self esteem is permitted.

## **GROUP NORMS**

A Norm is a "normal way of doing something".

Forest Ridge Norms are learned during Orientation Level and Level 1 so students understand what they are to do and what they can expect from the program.

Norms change from time to time. Also, each group builds up norms that may be only in their cottage. Listed below are a few examples of Forest Ridge norms:

- Introduce yourself to visitors.
- Respond with yes, no and thank you to questions.
- Accept all interventions
- Redirect all negative behavior
- Don't interrupt or argue
- No name-calling, sarcasm, or other esteem damaging words.
- Put education before free time activities.
- Keep all living areas clean.

Students are encouraged to take responsibility for their behaviors and utilize help from their peers. The students will learn new ways of thinking and new ways of making decisions. It will help them stop the thinking and behaviors that have gotten them in trouble in the past. Students are not allowed to avoid an intervention. They must take ownership for their behavior.

Responding to an intervention should **not** involve:

- Reversing intervention - blaming on the situation on someone or something else, or intervening someone before accepting the intervention you received.
- Minimizing - saying "I only" or "I just", or "I was doing something too minor to have broken a campus norm".
- Victim Stance - blaming someone or something else for causing you to act as you did.
- Denial or lying - claiming innocence when it is not true.

## INDIVIDUAL COUNSELING

**Individual Counseling.** Each youth is assigned a primary counselor who provides one-to-one counseling with the youth. Students focus on their own lives and can process past events with a supportive adult. The youth will receive verbal or written feedback from staff on elements such as thinking patterns; anti-social values; how her thinking patterns affect others; how power struggles become emotional problems such as depression; craving for drugs or alcohol; genuine remorse and attempts at atonement; need for living skills education; and signs of use of healthy deterrents to thinking errors. If at any point a student's progress in the program slows, staff evaluates the difficulty from behavioral, cognitive, and emotional perspectives. Individual therapy may be needed when:

- a student has significant emotional difficulties in addition to their behavior problems - such as clinical depression
- a student is unable - not unwilling - to benefit fully from the group situation
- a student has a crisis (family death, etc.) while at Forest Ridge
- a student needs medication management and/or assistance

## GROUP COUNSELING

**Self Study Group** The primary counseling system used at Forest Ridge is group counseling. The purpose of this group is to talk about the problems of group members and to teach specific social skills. It is important to look at past experiences as the student learns to be aware of her problems. However, the goal is to change delinquent thinking by having the students recognize the unhealthy thinking, take responsibility for their actions, develop empathy for others and watch and learn the proper (pro-social) ways of giving and receiving advice in a caring, useful way. Students look at present and past experiences, because even abuse cannot be used to explain current irresponsible behavior. The groups last 1 to 2 hours and include the girls, a staff teacher, and an observer.

In Self Study Groups, students experience the following stages:

- trusting the group
- learning to accept interventions and own responsibility for behavior
- developing understanding for others
- learning to intervene in a supportive way
- learning to identify thinking patterns
- learning to understand negative peer culture processes, such as non-verbals, hidden agendas, subgroups, and leadership struggles
- learning to think and act responsibly
- learning to make promises and follow through on them
- learning to present themselves as mature and positive individuals

**Community Group** Most evenings, all peers in a cottage come together as a community group to discuss things that affect the group as a whole. The agenda covers any one (or all) of the following:

- "Housekeeping" things like the program schedule, upcoming events and chore assignments.
- Recognition of positive behavior by individuals or groups.
- Talk of how decision-making affected others as well as the group throughout the day.
- Dealing with any group problems that may have come up during the day.

Community Group is important because it gives the girls a chance to be open and honest about negative group behaviors and supports responsible thinking. It also gives the group of students a chance to see that even though there are a lot of differences, they have a lot of the same needs and problems as their peers.

**Levels Group** The purpose of this group is to teach the specific concepts and skills of the level packets. Students will break into mini-groups based upon the level the student is currently on. Staff will facilitate a short group session teaching a specific concept and/or skill from the level packet and then have students in the group discuss their written responses, discuss their use and mastery of the skill, and receive feedback from other students in the group regarding their use and mastery of the skill. Students will also present specific identified level packet assignments they have recently completed.

**Packet Focus Group** The purpose of this group is for students to present level packet assignments they have already completed with their Primary Counselor. Though the student will have already had individual counseling on the concepts and skills taught in the level packet assignment, other staff and the student group provide feedback and observations to the student regarding her use of and/or mastery of the skill.

*Input from students, parents, and staff help Forest Ridge with our on-going program of continuous quality improvement to our environment and our programming in order to maintain high quality care for students in our program. Suggestion Boxes are located at Cedar Hall, the Center, all living units, and Forest Ridge School. Students, parents, and/or staff may share concerns and suggestions that will be reviewed by the Forest Ridge management team. Suggestions or comments need not be signed and may be submitted anonymously. In an individual response is desired,*



*the suggestion or comment should be signed so that the response can be made directly. The review of suggestions is communicated to staff and students through Management Meeting Notes and is discussed in Group Living Meetings and unit meetings.*

*Student surveys are also completed randomly on a quarterly basis so that students have direct input to our facility environment, staff, school and treatment programming and services.*

## **BEHAVIORAL HEALTH INTERVENTION (BHIS) SERVICES**

Based upon LPHA Assessments, Individualized Care Plans, Goals and Implementation Plans, students are assigned to a BHIS Service Group. BHIS Services are opportunities for skill building in both individual and group settings. These groups are lead by BHIS Practitioner staff. Each student has a BHIS Practitioner based on her LPHA Assessment, Individualized Care Plan, Goals and Implementation Plan.

*As progress is reassessed, students may continue in the same group or begin work in a new group. Group content overlaps to assist the student in making a mental transition from one skill set to another while continuing holistic integration. BHIS groups are facilitated by experienced staff who meet and exceed the qualifications for providing these services.*

### **BHIS Service Group topics include:**

**STEP Systematic Training for Effective Parenting\***

**T4C - Thinking For A Change\***

**ART – Aggression Replacement Training\***

**Girl’s Self-Efficacy Training (ART for Girls)\***

**Seeking Safety\***

**Courage to Change Systems\***

**Matrix Model\*\***

**Trauma Informed Care\***

**Girls Moving ON\*\*\***

*\*Evidence Based Practice*

*\*\*\*Promising Practice*

Healthy Decision Making

Coping and Healing

Self-esteem

Thinking Errors

Anger and Conflict Resolution

Street Law

Resolution

Values Clarification

Change and Identity

Communication

Grief and Loss

Codependency

Victim to Survivor Group (meets for 10 weeks)

Alternative Decision Making (to Substance Abuse)

Family Systems

Domestic Violence

Relationships and Boundaries

Respect

Harassment, Intimidation, and Bullying

### **Victim to Survivor BHIS Group**

- Discover skills people use to heal from sexual, emotional, and physical abuse.
- Learn correct terminology to describe difficult abuse issues.
- Recognize abuse she has experienced in her own life and in the lives of those important to her.
- Recognize and express past and current feelings about abuse.
- Improve feelings of self-worth and develop improved relational skills.

### **Alternative Decision Making (to substance abuse use) BHIS Group**

- Discover healthy alternatives to abusing substances.
- Learn the role substance use/abuse played in an underlying much larger issue.
- Learn the effects of short and long term use of substances

### **Street Law BHIS Group**

- Why we need rules (laws, values, definitions, intent of the law).
- The Juvenile Justice System
- The Police
- The Law and My Family
- Law in the Community

### **Emotion Management – Aggression Replacement Training – ART**

This group helps girls understand the purpose of emotions as well as how to make confident decisions when there are strong emotions. The majority of behavior-disordered students have many problems with how to express anger. Forest Ridge’s Emotion Management class provides strong group education. It is designed to reduce aggression in youths. It teaches how to see early warning signs and “trigger thoughts” or thinking patterns that tend to create anger. The rest of the class gives practical experience in a lot of techniques, both to reduce anger and learning to talk to get one’s needs met appropriately, i.e., assertiveness.

### **Family Skill Building (BHIS)**

Family Skill Building groups may be put together to help reuniting the student and family.

Although offered both during the week and on weekends, Family Skill Building may depend on the family's ability to attend sessions.

BHIS Family Skill Building sessions include the following topics:

- Roles and responsibility in family making – roles parents and the student have within their family – who does what in the family setting?
- Effective communication –learning and practicing speaking and listening skills.
- Boundaries – Setting, acknowledging and practicing rules and roles with siblings and significant others.
- Expectations – Demonstrating on-going attitudes of respect and authority within a family setting.
- Relapse prevention – Making the move home followed with what will our future as a family look like?

### **SUPPORTIVE SERVICES**

**MSW Therapeutic Interventions:** Forest Ridge has partnered with Northwest Iowa Counseling Associates and Season's Center for Behavioral Health to provide therapy services for Forest Ridge students. These MSW Level therapists see students on the Forest Ridge campus. The therapeutic interventions utilized include Lifespan Integration, DBT (dialectical Behavioral Therapy) and CBT (Cognitive Behavioral Therapy).

**Substance Abuse Treatment:** Licensed Substance Abuse Treatment is provided on Forest Ridge campus by a certified substance abuse counselor from Season's Center for Behavioral Health.

### **SUPPORTIVE GROUPS**

**Transitional Living Skills Curriculum** The Life Skills program at Forest Ridge is designed to teach students situational skills, allowing them to deal with day-to-day problems and get them ready for their return to their families. Also, specific areas of concern are dealt with. This encourages students to look at their lives and deal with the pain of growing up in dysfunctional surroundings. Students are given information and training in skills necessary to live on their own and work as healthy useful adults. They are taught different subjects to help them make positive decisions about family, social, and free time situations. Teaching is designed to have success for each student during their stay and after leaving Forest Ridge. The main topics covered include: Interpersonal Skills, Wellness, Employment, Money Management, Substance Awareness, Relationships, Education, Transportation, Housing, Community Resources, and Parenting.

**Substance Abuse Education** Forest Ridge has a substance abuse awareness, prevention, and education class for all students. Students meet to talk about how to make good decisions about alcohol and drug use. The facts of substance use and abuse are talked about and how chemically dependent people are identified. Students decide if they have abused alcohol and drugs in the past.

**Girls Circle** A structured support group for girls from 9-18 years, presents social interaction theories, resiliency and relational skills building, in a specific format designed to increase positive connection, personal and group focus and strengths, and competence in girls. It aims to counteract social and interpersonal forces that impede girls' growth and development by promoting an emotionally safe setting and structure within which girls can develop caring relationships and use authentic voices. This group is facilitated by direct care staff each weekend.

**S.S.E. (Stop Sexual Exploitation) Group** This group is offered to victims of sexual exploitation to provide specific coping skills while living with the trauma of sexual exploitation including but not limited to internet exploitation, prostitution, and human trafficking. New ways of looking at the past situations, resolving sexual exploitation trauma, identification of recruitment risk factors and "gateways", and information necessary to consider making life changes is discussed. This group is facilitated by Clinical Services Dir. and S.S.E. Group Facilitator.

### **EDUCATION PROGRAM**

*The Forest Ridge School gives students the opportunity to continue their education in a safe and secure environment, regardless of past educational issues.*

Forest Ridge School provides a continuum of academic services including special education as appropriate to address learning differences and disabilities, HSED preparation, and World of Work and Transitional Living classes. Tests are given to all students as they enter Forest Ridge School to determine the reading, math and spelling level they are currently functioning at. Because Forest Ridge School operates 12 months a year, students may earn 4.5 credits during the nine-week summer session. Forest Ridge School personnel contact each student's past schools for credit information and conduct a credit audit to determine remaining graduation requirements. Students have the opportunity to earn credits toward graduation while at Forest Ridge. Forest Ridge School is affiliated with Estherville Lincoln-Central School District and has the same classes and graduation requirements. Licensed teachers teach all courses.

In addition to main classes of math, English, science and social studies, elective courses can include the following:

**Mathematics**

Basic Mathematics  
 General Mathematics  
 Pre-Algebra  
 Algebra A and Algebra B  
 Algebra I and Algebra II  
 Geometry  
 Consumer Mathematics

**Social Studies**

American History  
 World History  
 American Government  
 Geography  
 Economics

**Language Arts**

English 9  
 English 10-12  
 World Literature  
 Novels  
 Speech  
 Film & Fiction  
 College Prep Literature  
 Shakespeare  
 Drama  
 American Literature

**Science**

Physical Science  
 Biology  
 Chemistry  
 Anatomy  
 General Science

**Fine Arts**

Art  
 Art Appreciation  
 Choir

**Family and Consumer Science**

Interpersonal Communication

**Technology**

Computer Applications  
 Newspaper/Journalism

**Physical Education / Health**

Physical Education  
 Health Education  
 Fitness for Life

**Vocational Education**

World of Work

**Special Education**

Resource Services  
 Choices

**Junior High School Classes**

General Science  
 Mathematics  
 Language Arts  
 Reading Civics  
 7/8 US History/Geography  
 English

**Summer School Classes**

Music Appreciation/Keyboarding & Theory  
 World Today – America as a World Power  
 African – American History  
 Drama

**Current Events**

Schoolwork is checked daily and assessed every two weeks. At intake and every six months, the students are re-evaluated to measure academic progress. **Special Education** certified teachers provide instruction and monitoring of all students with an Individualized Education Plan. **Second Chance Reading** instruction gives students with reading problems the opportunity to learn new ways to understand vocabulary and reading comprehension.

**High School Equivalency Diploma (HSED)**

With the teamwork and agreement of the student, referring worker, and family, the student may work toward earning their HSED. This option will normally be pursued only when a student will not achieve a high school diploma. All students have to go to school and expected to work their best.

**POST-HIGH SCHOOL COLLEGE CREDITS**

Students who enter Forest Ridge with or who successfully receive their high school diploma or HSED while at Forest Ridge may take college classes on campus via computer. They are helped with enrollment procedures and are monitored by education staff during computer use.

**WORLD OF WORK**

The World of Work program is flexible in order to grow and keep pace with the demands of an ever-changing society. It is intended to:

- Make it possible for students to fulfill restitution and community service.
- To allow non-Falcons to participate in on-campus, highly supervised work projects where they have responsibility as well as experiencing work-for-pay. These projects exist to build pride and to show students the benefits of making healthy decisions.
- To build morale and help students take ownership in the program and their environment.
- To allow students to practice their employability skills training.
- Examples of jobs available through World of Work are:
  - On campus cleaning/janitorial
  - Gardening/landscaping
  - On-campus food service

## **RESTITUTION AND COMMUNITY SERVICE**

*Monetary restitution to victims and community service hours are an important part of many DHS and Juvenile Court rulings.* Because of this, Forest Ridge has a restitution and community service program. Students who owe restitution and/or community service ordered by the Court and who qualify will be involved upon worker request. The goals of this program are:

- \* To hold students accountable for fulfilling their obligations.
- \* To give students a realistic understanding of property crimes.
- \* To give students goal oriented, highly structured work experiences, with importance on learning behaviors that are expected by supervisors and attitudes needed in the world of work.
- \* When restitution obligations are met, students may continue working to earn money.

By participating in the Forest Ridge restitution program, students are able to meet their financial and service restitution requirements while gaining helpful insight into personal responsibility and what the World of Work program expects of them. Students who are a high run risk or have an ongoing behavior problem will not be allowed to use this program until they correct their concerning behavior.

All money that a student earns is put into her trust account and kept there until the student discharges. An agreement between the placing worker and Forest Ridge determines how restitution is paid. Thirty days after the student leaves, the trust account check is mailed to the student and/or the student's restitution is paid from their trust account funds. We ask placing workers to specify to whom restitution checks are to be sent. This helps speed up the process of paying back victims.

In addition to programs designed to meet restitution obligations, students are encouraged to participate in community involvement outreaches. Students at Forest Ridge are presented with unique chances to provide services to the community.

Students who are able to get jobs must fill out job applications and interview with supervisors. After students are hired and begin working, they are supervised by the World of Work Coordinator and may be suspended from the program if they fail to meet job standards or break the World of Work norms.

## **INTENSIVE SUPERVISION AND SUPPORT**

*There are times a student requires more structure and greater individual involvement from the staff to help her focus on her behavior and specific goals.* She may receive this help through Intensive Supervision and Support (ISS) in the following circumstances:

- \* **Personal crisis:** A personal crisis which is emotionally upsetting or confusing to youth to the degree that she might become a risk to herself, others, or the program.
- \* **Non-responsive to the Program:** When a student is not going through the program at a reasonable pace, she may require more support, encouragement, or motivation. When this occurs, an assessment of the situation, the youth's individual needs, and the treatment plan is required.
- \* **Transitional Situations:** These are reactions to specific situations, like: getting ready for discharge, home visits, promotions, work, school, etc., which might cause a girl to react with strong emotions or negative behaviors.
- \* **Critical Incidents:** Critical incidents are law violations or situations that threaten the safety of the program environment.

Under Intensive Supervision and Support, a short term, highly individualized plan is created to evaluate the specific situation that has tested the youth's on-going success in the program. A youth displaying negative behavior may have privileges restricted without the denial of basic rights. Or, a youth who is responding well may have more responsibilities to successfully complete program goals. In each case, a plan is made by the student and staff that focuses on specific areas to be discussed and goals to be accomplished. The plan is designed to assign specific tasks and privileges after each task is completed. The plan is made to help the youth get an understanding of the meaning and implications of the situation; of ways to successfully meet challenges that are similar in the future; and how to respond differently to prevent future problems. Intensive Supervision and Support reflects the Level System goals. They both offer more options and chances for growth.

## **CRITICAL INCIDENTS**

*Critical Incidents are generally situations that would be considered a crime. Critical Incidents have serious consequences including, on occasion, criminal charges filed against the individual.* Critical Incidents may result in transferring from one student group to another. In some cases, Critical Incidents will result in expulsion from the program.

Critical Incidents include, but are not limited to:

- Assault on staff or students (includes fighting)
- Attempted AWOL or AWOL
- Possession of or taking of drugs or intoxicants
- Violating fire safety codes or arson
- Hiding a weapon, or creating an instrument to be used as a weapon
- Buying, acquiring, receiving, concealing, or withholding property with the knowledge that such property has been obtained wrongfully or illegally
- Taking property of another person without that person's consent by stealing, by deceptive or misleading statements or circumstances, or by force
- One or more residents engaging in, or attempting to engage in unwanted sexual contact with another resident by force, the use of threats, intimidation, inappropriate touching, or other actions and/or communications by one or more resident aimed at coercing and/or pressuring another resident to engage in a sexual act
- One or more staff members engaging in, or attempting to engage in unwanted sexual contact with a resident by force, the use of threats, intimidation, inappropriate touching, or other actions, and/or communications by one or more staff aimed at coercing and/or pressuring a resident to engage in a sexual act
- Sexual harassment is repeated and unwelcome sexual advances requests for sexual favors, verbal comments, or gestures or actions of a derogatory or offensive sexual nature by a staff, contract staff, or volunteer to a resident or by one resident toward another resident. Such statements include demeaning references to gender, sexually suggestive or derogatory comments about clothing, or profane or obscene language or gestures
- Knowingly making false statements about another person with the intent to do harm to the character or reputation of that person
- Destruction of property
- All other violations of law
- Use of all forms of tobacco is prohibited on all Forest Ridge property by students, visitors and staff.

A student may be administratively discharged from Forest Ridge if she presents a need for secure (locked) programming due to severe physical aggression and/or mental health safety issues.

## **STUDENT RESPONSIBILITIES**

*Everyone involved with the Forest Ridge programs, including students, parents, and staff, has the responsibility to support safety and security, orderly conduct and behavior, freedom from fear of insult, harassment or injury, and to allow for maximum opportunities for each student.*

Therefore, while on Forest Ridge grounds, facility, or at Forest Ridge sponsored events, students' responsibilities shall include:

- To help maintain an overall atmosphere that promotes learning (Socially Interactive Environment) and to respect the principle that no student shall participate in any activity which disrupts or shows clear and convincing evidence of threatening to disrupt the Forest Ridge program and/ or interfere with the public or private rights of others
- To obey the order of the court to stay in placement and to participate fully in the Forest Ridge program and to work to meet Forest Ridge goals
- To protect Forest Ridge property by caring for it and protecting in from theft, misuse and destruction, at the same time respecting the personal belongings of peers and staff
- To encourage the physical safety, sexual integrity, and personal security of all others through the use of self discipline
- To personally avoid and discourage others from having or giving any kind of weapon or object that could be used as a weapon
- To personally avoid and discourage others from having, using, buying, selling, or otherwise giving alcohol, narcotics, or other illegal drugs or abusing any other substance as an intoxicant or stimulant.
- To personally avoid and discourage others from smoking; Forest Ridge is a "Smoke Free" facility
- To practice and encourage honesty in all interactions
- To respect the peers and staff by obeying all reasonable requests and avoiding the use of verbal abuse, ethnic slurs, slander or obscene gestures

## **STUDENT RIGHTS**

The rights of students are not terminated because of their status as students at Forest Ridge, nor should we deny students the opportunity to learn about and practice human rights behavior during their stay at Forest Ridge. Of equal importance is the right of Forest Ridge staff, consistent with constitutional safeguards, to set expectations for and control conduct at Forest Ridge. The difference between the freedoms expected by the students and the necessary restrictions of their actions in the rules set down by Forest Ridge to maintain good order can be minimized by appropriate conduct in the

Socially Interactive Environment. Whenever any of these rights are limited, it must be done with the knowledge and/or participation of the child's parents and notification of the placing worker.

Student's Rights are included in the Student Handbook and reviewed verbally during Orientation Level to assure the student's understanding of these rights. A student with reading disabilities will have these rights read to them.

Documentation of Orientation is maintained in the permanent file when completed.

Student Rights and Notice of Privacy Rights are posted in all units for easy reference.

A student needing a replacement copy of the Student Handbook may request one from staff at any time.

All students who have questions regarding these rights are encouraged to discuss them with staff at any time.

The rationale and circumstances of any deviation from these policies shall be discussed with the student's parent/guardian, the student and the placing worker, documented and placed in the student's permanent file.

These are the rights of the students at Forest Ridge and are posted in each unit:

**Access To The General Public-** Students are permitted to communicate with their family and friends, as well as public officials, the courts, placing worker and their attorneys. Students' rights to send and receive mail and telephone communication are subject to the policies of Forest Ridge. Mail that is not a threat to the safety and security of Forest Ridge staff, students or public will not be restricted. If mail is restricted, the action shall be documented both to sender and recipient.

**Personal Appearance-** Students have the right to determine the style of their hair and clothing within the context of acceptable group guidelines. Students may decorate their bed/living area in a socially acceptable manner. Please be advised that all students' rights are balanced against the need for safety and health considerations of the group.

**Right to Vote-** Students may register to vote if they are eighteen years of age or over. The Forest Ridge staff will help a student who desires to exercise the right to vote. To register, students may contact the Registrar of Voters in the county where they are from. If students do register and will be at Forest Ridge on Election Day, students will need to request an absentee ballot, if they desire to vote.

**Right to Orientation-** Students will receive an orientation to the program. Since students are expected to follow all group norms of acceptable behavior, students are entitled to an opportunity to become thoroughly familiar with group norms.

**Right to Program Participation-** Students have the right to an individual program with specific and measurable goals. Students are admitted to Forest Ridge for education, support, skill development as well as daily structure and care. Students have the right to an individual program with specific and measurable goals. Students have the right to participate in the development of the case plan and have input into program activities that will be of benefit in meeting the goals identified in the case plan. Students refusing to participate in identified specific program components will be informed of the possible consequences of refusal, which may include SYS/FR being unable to continue to provide services. Students have the right to know that services provided to them will be monitored throughout placement by SYS/FR staff as well as external licensing, funding and accrediting organizations.

**Equal Treatment-** Students have the right to not be discriminated against because of race, color, sex, language, religion, political or other opinions, national or social origin, property, birth or other status. There is equal access to programs and services for all students.

**Necessities of Life-** Students have the right to be provided with the necessities of life (clothing, adequate sleep, shelter, and healthful food) while at Forest Ridge. This right MAY NOT be denied or reduced as a disciplinary measure.

**Freedom of Expression-** Students have a right to express their ideas and opinions. However, THIS RIGHT IS LIMITED. It does not mean students can verbally abuse another individual without disciplinary procedures being taken. This right will not protect students if they say something they know is untrue about another person with the intent to harm that person. False accusations such as slander or defamation or defamation of character also may result in corrective or disciplinary action.

**Protection from Abuse-** Students have the right to be protected from acts or threats of harm or mistreatment from other peers or staff. Assurance of freedom from abuse is embodied in the following policies:

- Corporal (physical) punishment is strictly prohibited
- Approved physical restraint procedures will be used only under these circumstances:
  - Student presents a serious physical threat to self, others, or property
  - Student is causing a major disturbance

**Medical and Dental Care-** All students placed at Forest Ridge will be provided with medical and dental care as determined by qualified medical personnel.

**Religious Freedom-** Students have the right to hold any religious belief and where feasible, to attend religious services. The right to express or exercise these beliefs by work or action is subject to security and rehabilitative considerations.

**Student Grievance Procedure-** Students have the right to grieve the actions of staff or peers for conditions or circumstances in the program. They do not have the right to file frivolous grievances. It is the policy of Forest Ridge to

treat all students fairly and with respect and dignity. There will be no discrimination based on color, creed, national origin, sex, or religion. The laws and regulations regarding civil rights, responsibilities and privileges will be followed. Students are assured fair consideration of their concern, with no negative consequences for any student using or participating in this grievance process. Any allegations by a student of abuse, neglect, molestation or exploitation will receive immediate attention which will follow the procedures outlined in the Forest Ridge Child Abuse Policy.

**Education and Recreation-** While at Forest Ridge, students will have the opportunity to meet their basic educational and recreational needs. In addition, students have access to recreational opportunities and equipment, including regular outdoor exercise, unless prohibited by severe weather conditions.

**Access to Courts-** Students have the right of “Access to Court”. This means students have the right to present any issue by making contact with their attorney. A student’s attorney may contact the student at any time. A student will have access to their attorney’s address and telephone number.

**Right to Receive Visitors-** Student’s have the right to receive visits from their immediate family and significant other persons per Forest Ridge Visitation Policy, unless limited or restricted by the court. Forest Ridge staff consults with placing workers and parents when students request visits with other than their immediate family. Visits will generally be allowed unless there are specific issues raised to indicate contact is not in the best interest of the students’ progress in the program. The right to receive visitors may not be restricted as a disciplinary measure, but visits may be supervised if requested by worker or student behavior indicates need for staff supervision. Visits may be terminated whenever they become dangerous to the safety and security of Forest Ridge or the welfare of the student or other persons.

**Confidentiality-** In accordance with SYS/FR policies and Procedures students have the right to confidentiality of information shared with staff to the extent permitted by law.

## **REPORTING SEXUAL ABUSE/SEXUAL HARASSMENT**

Any resident who witnesses, suspects, or has knowledge that another resident is sexually abusing or harassing another resident or is a victim of sexual abuse or harassment shall immediately report the incident.

Report it to a staff member, or report it confidentially by completing a grievance form or calling the Iowa Sexual Abuse Hotline number 1-800-284-7821.

Request immediate medical attention. You may have serious injuries that you aren’t aware of, and any sexual contact can expose you to sexually transmitted diseases.

Do not shower, brush your teeth, use the restroom, or change your clothes. You may destroy important physical evidence.

You can also seek assistance from mental health services and crisis intervention for counseling and/or referrals.

## **FAMILY INVOLVEMENT**

Families play an important role in the success of the student. Family participation is an important part of the program. The main goal is to give support and help to families whose children are trying to change and to get the help of the families in supporting the staff of Forest Ridge in using these new skills. Parental “ownership” of and involvement in the program helps the family reunify. Family information is offered to family members who want a better understanding of our program and a greater ability to support the student’s positive behavior when they get home. A student’s family is invited to and expected to be involved through teamwork with staff and student before/during quarterly staffings; through weekly contact by phone and mail and through BHIS Family Skill Building sessions.

When a student is accepted into the program, parents are given the intake releases and consent forms along with this Student/Parent Handbook, which gives an introduction to the program.

### **On-Campus Visits**

- Visitors are welcome, but must be aware that they are expected to follow the campus-wide norms. These norms include proper dress and behavior that is appropriate and supportive of the student and the program.
- Only three visitors are allowed per visit unless approved through the student’s placing worker and/or cottage staff. No alcohol, illicit drugs, or tobacco products are allowed. Forest Ridge maintains a tobacco-free environment. As such, there is no use of any tobacco product allowed on Forest Ridge property, including in the company vehicles, or off-campus by staff supervising Forest Ridge students or by students under the supervision of Forest Ridge (during home passes or at school, for example). This includes all tobacco products such as cigarettes, cigars, pipe tobacco and chewing tobacco.
- If we think visitors are under the influence or bringing these items on campus, they will be asked to leave. Weapons are not permitted on any Forest Ridge property at any time. All visitors are asked to maintain control of their personal property while visiting to include licit prescription drugs, cash, and/or other valuables.

- Anything brought to a student by a visitor must be checked in and approved by staff before being given to a student. The exception to this is food. Food is allowed and may be eaten during a visit.
- Family visits are usually scheduled on Saturdays and Sundays. Requests for visits must be made to cottage staff at least four working days before the visit.
- Plan for visits ahead of time are necessary. There may be student activities planned during visiting hours for students that will not have visitors. As it is important for each student to participate fully in all parts of their treatment program, the cottage team will help in scheduling visits which do not conflict with therapeutic or school activities.
- Forest Ridge staff talks with the placing worker and parents/guardian when a student asks for visits with individuals other than her direct family. Visits will generally be allowed unless there are specific reasons that is not in the best interest of the student's progress in the program.
- The right to receive visitors may not be taken away as a punishment, but visits may be stopped if they could have a danger to the safety and security of Forest Ridge or the safety of the student or other persons.
- Students are not permitted to have pets on campus. Families may not bring pets on visits. Service Animals must be approved by the Group Living Director prior to coming on campus.

#### **Off-Campus Visits**

- When appropriate, visits away from campus with parents and home visits are planned as part of the student's treatment program, in keeping with the goal of returning the student to the parents. Approval for off-campus and home visits is made by the placing worker, Forest Ridge staff, the student, and the family. The decision is based on the student's progress and ability to handle more freedom in a responsible way. A home pass may be delayed, suspended, or shortened with little notice, if necessary.
- It is expected the student and family will have at least one successful off-campus visit prior to discharge from the program if the goal is for family reunification. Before a student leaves campus, the person taking responsibility for the visit/trip as well as any adult with that person must show Forest Ridge staff current photo identification (drivers license, work photo identification tag, etc). **No student will be allowed to leave campus with anyone who does not produce photo identification.**
- Drug testing of students may be done when returning from an off-campus visit; home visits, or on campus visits.

### **RECREATION, INTERSCHOLASTIC SPORTS, PHYSICAL EDUCATION, AND LEISURE ACTIVITIES**

We know that participation in athletic activities serves an important function in the healing process. Organized sports activities increase qualities such as leadership, achievement, self-esteem, hard work, self-discipline, trust, and cooperative teamwork. Athletic activities also increase fitness and good health habits. They allow students to set both immediate and long-term goals and then work to meet those goals with the support and help of others. As a result of poor academic performance in the past, many students may have never had good experiences in athletics. The recreation programs at Forest Ridge are designed to compliment and support our other program components. Pride in our school, improved self-esteem, sportsmanship and being part of a team are all-important parts of our program. The activities planned are purposeful and creative. The idea of becoming more physically fit while learning team and individual skills is considered an important part of the personal growth and development for each student. Forest Ridge has many physical education activities, from exercises to team sports, including intramural teams. Involvement in some form of activity is mandatory to help students reach and continue a level of fitness and good health; however, enough activities and levels of competition will be available so that every student will be able to participate in a meaningful way. Forest Ridge is a member of the Iowa High School Girls Athletic Union and participates in interscholastic competition against other public high school teams. Interscholastic sports offer the opportunity for competition at the highest level and include participation in track, basketball, and volleyball.

Students regularly go to the Estherville Regional Wellness Center. At RWC, students are able to participate in water aerobics, swimming, weight training, aerobics, indoor track and team sports. During the year numerous special events are held at Forest Ridge including Cottage Olympics, Girl Scouts, Girls Rock Weekend, Women's Issues Days, Falcon outings and seasonal celebrations.

#### **DAILY SCHEDULE**

##### Weekday Schedule:

6:30 a.m.	Morning Hygiene and Chores
7:30	Bus to school
8:00	Breakfast
8:30	1 <sup>st</sup> Block class
10:05	2 <sup>nd</sup> Block class



11:35	3 <sup>rd</sup> Block class (lunch)
1:30 p.m.	4 <sup>th</sup> Period
2:30	Behavioral Health Intervention Specialist Group
4:00	Athletics/P.E./Study Hall/Group-Building Activities
5:00	Dinner
5:30	Study Hall/P.E./Group-Building Activity
6:30	Transport back to dorm
7:00	Chores/ Hygiene/ Study Hall/ Primary Sessions
8:30	Packet Focus/ Level Groups/ Treatment Work/ Primary Sessions/Self-Study Group
9:15	Community Group
9:30	Medications
9:45	Lights Out – Level 3 and 4 students may stay up later for additional personal time

**Basic Weekend Schedule:**

8:00a.m.	Wake Up – Cottage/Dorm Chores
8:45	Breakfast – Center/Lodge, Cedar Hall/Dorm
9:45	Wellness Center for some cottages/Transport to School or remain on Cottage Campuses
10:00	Level Packet/Social Skills/Specialty Groups/Church/Spirituality Group
11:45	Lunch
1:00p.m.	Parent Visits/PE/Group Building Activities/Wellness Center
2:30	Level Packet/Social Skills/Specialty Groups
4:00	Treatment Workshop – Academic/Treatment Focused Study Hall
4:45	Supper
6:00	Transport back to Dorms
6:30	Cottage Activity/Cottage and Lodge Cleaning/Movie/Phone Calls
8:00	Reflection Time/Letter Writing/Phone Calls
8:30	Hygiene/Med Line
9:30	Community Group
9:45/10:00p.m	Lights out - Students on Levels 3-4 may stay up later for personal time

*This schedule may change at times because activities and needs of the group.*

*This schedule does not show each cottage's responsibility in meal preparation/clean up for one assigned meal per weekend.*

### **TELEPHONE AND MAIL PROCEDURES**

- Each cottage gives students privacy to have contact between the student and their parents/guardians, their attorney and/or their placing worker. Students are allowed to use calling cards or make collect telephone calls to their parents when approved by the placing worker and by their parents.
- Students may have two phone calls per week; they can call out or receive phone calls. Students who use air travel for transportation are allowed 3 phone calls per week.
- Phone calls students make will be “collect” or by calling card and can talk for (10) ten minutes.
- If a family has financial issues, the Cottage Team Leader may approve direct calls. These calls must be made to family.
- Cottage staff always answers the phone. After being told who the caller is and checking that the caller is not on the unapproved list for contact with the student, the call is given to the student.
- Any calls a student is getting or making that are negatively affecting the student's behavior or attitude may be ended by staff. If there is a pattern with a certain person, the student's placing worker will be called and that person may be placed on the student's no contact list.
- Students can send and receive mail. As with phone calls, mail to or from a student that is negatively affecting their progress in the program will be talked about with the student's placing worker and may be stopped. Writing materials, envelopes and stamps will be given to each student for up to five letters per week.
- Students have the right to talk with their placing worker. Students will be given their placing workers' address and telephone number.
- It is the policy, and shall be the procedure, that all mail received or sent by students be recorded in the student's communication log. At intake and during the 30 Day staffing, the student, parents and/or guardian and the placing worker shall agree on a list of names of persons unapproved for contact with that student. Any immediate family members placed on this list will need a court order.
- Any packages or mail suspected of containing inappropriate items must be opened in front of and looked at by a Forest Ridge staff member. Items arriving by mail are also inventoried in by staff.

## **RELIGIOUS SERVICES AND SPIRITUAL COUNSELING**

Forest Ridge Youth Services is a non-denominational facility. No staff is allowed to proselytize (seek to convert) any student from their own religious heritage.

Program components include:

- Conducting spirituality programming related to areas of student interest including units on values, death and dying, and other special services.
- Utilizing community religious leaders to provide programs and counseling of a spiritual or religious nature to students as requested by the students.
- Students may attend community religious services and events as appropriate for their level in the program.
- Students have access to religious publications and materials, either through volunteer clergy or from the Forest Ridge library.
- Forest Ridge accommodates the special religious needs of its students, including dietary restrictions and wearing of religious apparel, within the parameters of the operation of a safe and orderly facility.

## **STUDENT GRIEVANCE PROCEDURE**

Students have the right to grieve the actions of staff or peers for conditions or circumstances in the program. They do not have the right to file frivolous grievances. It is the policy of Forest Ridge to treat all students fairly and with respect and dignity. There will be no discrimination based on color, creed, national origin, sex, or religion. The laws and regulations regarding civil rights, responsibilities and privileges will be followed. Students are assured fair consideration of their concern, with no negative consequences for any student using or participating in this grievance process. Any allegations by a student of abuse, neglect, molestation or exploitation will receive immediate attention, which will follow the procedures outlined in the Forest Ridge Child Abuse Policy.

- The Grievance Coordinator for all students is the Student Grievance Officer. Students may make grievance reports orally or in writing to any staff and/or to the Grievance Coordinator related to sexual abuse, sexual harassment, retaliation by another resident or staff for reporting or staff neglect or violation of responsibilities that may have contributed to an incident of sexual abuse or harassment.
- The student will first attempt to resolve the concern with the staff the grievance is with. If unable to resolve concern, students would then meet with their cottage Team Leader. If no resolution has been made, the student would then meet with the Group Living Director. Anonymous Grievance Reports may be made in writing and placed in an envelope addressed to the Executive Director or the Grievance Coordinator. Grievance forms are available, along with envelopes, on every living unit. These are made available in such a manner so residents do not need to ask for staff assistance in accessing the grievance form.
- Whenever a student has been unable to resolve a concern or grievance, s/he may discuss this issue informally with the Grievance Coordinator, who will attempt to help the student informally resolve the grievance, by discussing the concern with appropriate supervisory staff that has the authority to resolve the problem. If another staff person is the first contact for the student, it is the responsibility of that staff to refer the issue to the Grievance Coordinator. As noted in the Guide to Preventing and Reporting Sexual Misconduct, reports may be made directly and anonymously to the Iowa Sexual Abuse Hotline or the Iowa Department of Human Services.
- If the issue is not resolved informally with the help of the Grievance Coordinator, the student may choose to formalize the grievance process and prepare a formal, written grievance with a brief overview of the informal process and the student's suggestions for resolution. This written grievance should then be sent to the Executive Director who, within two working days, sends it to the person(s) who can provide the quickest, surest resolution of the problem. At this step, response must be provided to the student within two days.
- If resolution is not found, the report must be presented to the Executive Director. The Executive Director will discuss the problem with the student, Group Living Director, Team Leader and/or any other involved students or staff. The resolution determined by the Executive Director shall be noted on the form and communicated to the dormitory/unit staff.
- Resolution should be noted in the daily log and the original report retained by the of the form placed in the student's file; a copy sent to the Executive Director for inclusion in the master grievance file and a copy to the Grievance Coordinator, who maintains a log of all grievances for that site.
- Students will receive a written response to their grievance within two (2) working days from the Grievance Coordinator and/or Executive Director, when the grievance reaches their level.
- The appeals process beyond the Executive Director shall be:
  - The Iowa Department of Human Services, if the student is in the custody of the state of Iowa
  - The custodial agency, if the student is in the custody of another state.

Any allegations by a student of abuse, neglect, molestation or exploitation will receive immediate attention which will follow the procedures outlined in the Child Abuse Policy (114.19).

- There is no time limit on when a resident may submit a grievance regarding an allegation of sexual abuse or sexual harassment as defined in the Child Abuse Policy 114.19(1).
- No student is required to use any informal grievance process or to otherwise attempt to resolve with staff, an alleged incident of sexual abuse or sexual harassment.
- A student may submit a grievance without submitting it to a staff member who is the subject of the complaint. Such grievance is not referred to a staff member who is the subject of the complaint.
- Third parties shall be permitted to assist residents in filing a grievance relating to issues of sexual abuse/sexual harassment. Third parties may file grievances relating to sexual abuse/sexual harassment on behalf of students. Third parties shall include fellow residents, staff members, family members, attorneys, and outside advocates.
- Students may decline to have a grievance processed on his/her behalf and the student's decision shall be documented. A parent or guardian shall be allowed to file a grievance regarding allegations of sexual abuse/sexual harassment on behalf of a resident whether or not the student agrees to have the grievance filed on his/her behalf.
- A grievance that alleges the immediate risk of sexual abuse/sexual harassment shall be forwarded to the same day to the Executive Director for response within 48 hours. The Executive Director shall determine whether the student is in substantial risk of imminent sexual abuse/sexual harassment and document action taken to protect the student.
- A final decision on the merits of any portion of a grievance alleging sexual abuse/sexual harassment shall be issued within 30 days of the initial filing of the grievance assuming all investigations of the grievance internally or externally have been completed.
- Protection from retaliation from staff or other residents for the filing of a grievance relating to sexual abuse/sexual harassment is guaranteed to every student.
- Following an investigation into a resident's allegation of sexual abuse while in placement at Forest Ridge, the student will be advised as to whether the allegation has been substantiated, unsubstantiated or unfounded. FOREST RIDGE will inform the resident as to the status of the alleged perpetrator with regards to employment status, legal indictment on the charges of sexual abuse or conviction on a charge related to the sexual abuse incident.
- Following the resident's allegation that he/she has been sexually abused by another resident, FOREST RIDGE shall inform the alleged victim whenever FOREST RIDGE learns the alleged abused has been indicted on the charge or the alleged abuser has been convicted.
- All such notifications will be documented. If the resident has been released from Forest Ridge, there is no obligation to report to the alleged victim.
- FOREST RIDGE will restrict disciplining of a resident for filing a grievance related to sexual abuse/sexual harassment to those instances where clear evidence exists that the grievance was filed in bad faith.

## **DISCHARGE PLANNING**

A variety of program components are utilized to assist students in making the transition from the highly structured program at Forest Ridge to their home communities. The skills and competencies taught at Forest Ridge are the ones needed to help students increase the opportunities for success when they return home.

Discharge planning begins at admission with the student's primary counselor or team leader contacting the worker and family, and talking with the student regarding long range plans after discharge. This information is included in the Initial 30 Day Case Plan and modified, refined, and documented throughout the student's stay in 90-day reassessments. Discharge plans focus on a student's projected post discharge living arrangements, educational, employment, social, and transitional needs. Academic and transitional programming for a Forest Ridge student is dictated by their discharge goals. The cottage team, facilitated by the primary counselor and team leader, monitors a student's progress towards discharge goals, continuously working with the placing worker, family, and student to identify Forest Ridge and community resources. Home passes and on-campus visits are an important component and are used to motivate students, further identify needs and goals, and assist the family in supporting pro-social behavior and lasting change. Families are encouraged to communicate with Forest Ridge as a resource in holding students accountable both pre and post discharge.

At the time of discharge, any items belonging to the student that are left at Forest Ridge will be kept for thirty days. If after thirty days, Forest Ridge does not have a forwarding address for the student or is not contacted about a forwarding address, the items will be disposed of.

*This material is available in alternative format upon request. To receive this material in an alternate format, call 712 362-5231 and TTY by dialing either 7-1-1 or 1-800-735-4313 (voice).*

# FAMILY COMMUNICATION PLAN

Reviewed 4/7/14

*Rationale: Efficient facility operation requires a consistent system of and manner in which information is shared with parents/guardians while child is at Forest Ridge*

## **Day of Admission:**

Parent/Guardian will be contacted by cottage staff (youth counselor or group leader) on date of admission. This contact will be used to inform parent/guardian of safe arrival and admission to program. This may also include review program expectations, visitation procedures, phone/mail procedures, and any questions the parent/guardian may have. This contact will be documented on the parent/worker/attorney contact form in the student phone log.

## **Treatment Plan Collaboration:**

Parent/Guardian will be contacted by cottage supervisor (Team Leader/Group Leader/BHIS Practitioner) within two weeks of admission and prior to development of student treatment plan. Method of contact is generally done through staffing. If parent/guardian is unable to attend staffing, collaboration will be made by phone. This contact will be used to complete collaboration and review/revise treatment goals and objectives on child's treatment plan. This contact will be documented on the Forest Ridge Staffing Form.

## **Critical Incidents:**

Critical Incidents would include physical restraint standing, physical restraint sitting, physical restraint supine, physical escort, self-harm, suicidal gesture, suicide attempt, attempted truancy, truancy, substance abuse, or inappropriate boundaries. Parent/Guardian will be contacted by assigned cottage staff (Youth Counselor, Primary Counselor, Group Leader, BHIS Practitioner, or Team Leader) within two hours of incident occurring. If cottage staff is unable to get a hold of parent/guardian, attempts will continue to be made. If parent/guardian does not have a telephone, a letter explaining incident will be mailed by above cottage staff. This contact will be documented on the student incident report.

## **Death:**

In extremely rare case of child death, contact would be done by assigned Management staff. Contact would be done immediately. Documentation of the contact will be noted in Team Leader/BHIS Practitioner contact log.

## **Medication Management:**

Medication Management would include any psychotropic medication prescribed by psychiatrist. Parent/Guardian will be contacted by assigned cottage staff (Youth Counselor, Group Leader, or Team Leader) when psychotropic medication is prescribed, decreased, increased, discontinued, or changed within 24 hours. Depending on the state or county contract, newly prescribed or changes to medications require parental/guardian permission or informed prior to medication being given to child. This contact is documented in parent/worker/attorney binder in student phone contact log or in Team Leader/BHIS Practitioner contact log.

## **Medical Issues:**

Medical issues would include child accident, injury, illness, surgery, or hospital admission. Parent/Guardian will be contacted by assigned cottage staff (Youth Counselor, Group Leader, BHIS Practitioner or Team Leader) if any of the above take place. Any accident, injury, or illness contact would take place within the day it occurred. Any surgery or hospital admission contact would take place prior to procedure/admit. This contact is documented in parent/worker/attorney binder in student phone contact log or in Team Leader/BHIS Practitioner contact log.

## **Child Abuse/Criminal Report:**

This would include reporting of child abuse by someone other than parent/guardian, sexual assault prior to admission, or other crime reported by child to Forest Ridge staff. Parent/Guardian will be contacted by assigned cottage staff (Youth Counselor, Primary Counselor, Group Leader, BHIS Practitioner, or Team Leader). Contact would be completed the day incident is reported. This contact is documented in parent/worker/attorney binder or in Team Leader/BHIS Practitioner contact log.

## **Visitation:**

Visitation would include on campus visits, off campus visits, home visits, parent/worker visits. All visit procedures are done through child request process and approved by cottage staff team. Parent/Guardian will be contacted by assigned

cottage staff (Youth Counselor, Primary Counselor, Group Leader, BHIS Practitioner, or Team Leader) after approval and arrangements including travel confirmation are completed. Documentation of these contacts go in parent/worker/attorney binder or in Team Leader/BHIS Practitioner contact log.

**Education:**

Education contacts are done by Education staff (Education Director or Special Education Teacher) when setting up IEP staffing. Student grades/education progress is noted on all progress reports or on the JMC System made available to workers/parents.

**Bi-Monthly Contacts:**

Bi-monthly contacts are done by the primary counselor assigned to that specific child. Contacts are to be made twice per month. Information shared would include student progress on treatment goals/objectives, educational progress, any behavioral issues, significant accomplishments, and/or anything else pertaining to the child's treatment. Contacts are documented in parent/worker/attorney binder.

Admissions Office/Forest Ridge  
School/Shelter School/Team Leaders:

**Mailing Address:**

Forest Ridge Youth Services  
PO Box 515  
Estherville, IA 51334

**Management:**

**Executive Director**

Jen Sievert

Jen.Sievert@sequelyouthservices.com

**Assistant Executive Director**

Shawn Connelly

Shawn.Connelly@sequelyouthservices.com

**Group Living Director**

Chad Jacobson

Chad.Jacobson@sequelyouthservices.com

**Admissions & CWES Director**

Nikki Lawson

Nikki.Lawson@sequelyouthservices.com

**Admissions Representative-**

**Marketing Director**

Lynn Morris-McEwan

Lynn.Morris-McEwan@sequelyouthservices.com

**Phones:**

(712) 362-5231

(712) 362-5608

(712) 362-4318

(712) 362-5427

(800) 834-3395

**Fax:**

(712) 362-2433

**Site Address:**

200 6<sup>th</sup> St. Gruver

Estherville, IA 51334

Shelter AEA (712) 362-2414

**Mail Packages to:**

(Youth Name, c/o Forest Ridge)

PO Box 515

Estherville, IA 51334

## Contact Information

**Boys and Girls Shelter:**

**Team Leader:**

Tara Clabaugh

Tara.Clabaugh@sequelyouthservices.com

**Shelter Phones:**

(712) 362-4103

(712) 362-2894

**Ellinwood**

(712) 362 - 2949

**Team Leader:**

Chad Dunlop

Chad.Dunlop@sequelyouthservices.com

**Center:**

**Eagle Cottage:**

(712) 867-4528

**Team Leader**

Ann Kuiper

Ann.Kuiper@sequelyouthservices.com

**Crystal Cottage:**

(712) 867-4638

**Team Leader**

Sheri Schwab

Sheri.Schwab@sequelyouthservices.com

**Center Phones:**

(712) 867 - 4724

(800) 808 - 1142

**Anita Cottage:**

(712) 867 - 4548

**Team Leader:**

Chris Graham

Chris.Graham@sequelyouthservices.com

## Wellness Policy

Forest Ridge Youth Services promotes healthy students by supporting wellness, good nutrition and regular physical activity as a part of the total learning environment. The school setting supports a healthy environment where students learn and participate in positive dietary and lifestyle practices. By facilitating learning through the support and promotion of good nutrition and physical activity, schools contribute to the basic health status of students. Improved health optimizes student performance potential.

The school provides a comprehensive learning environment for developing and practicing lifelong wellness behaviors. The campus, not just the classroom, shall be aligned with healthy goals to positively influence a student's understanding, beliefs and habits as they relate to good nutrition and regular physical activity.

Forest Ridge supports and promotes proper dietary habits contributing to students' health status and academic performance. Foods available on school grounds during the instructional day should meet or exceed the school, state, and the USDA Smart Snacks in School nutritional standards. Foods should be served with consideration toward nutritional integrity, variety, appeal, taste, safety and packaging to ensure high-quality meals.

Forest Ridge will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price meals. Toward this end, the school district may utilize electronic identification and payment systems; promote the availability of meals to all students regardless of income; and/or use nontraditional methods for serving meals.

### **Specific Wellness Goals:**

#### Nutrition Education and Promotion:

Forest Ridge will provide nutrition education and engage in nutrition promotion. Health education curriculum will be provided at each grade level. The curriculum will provide knowledge and skills necessary to promote and protect their health.

Physical Activity requirements by the State of Iowa according to the Healthy Kids Act took effect July 1, 2009.

#### Physical Activity:

1. Grades 6-12 will receive 120 minutes per week of physical activity in which there are at least 5 days that week
2. Every pupil who is physically able to do so will complete a certification course for cardiopulmonary resuscitation by the end of grade 12.

“Physical activity” means any movement, manipulation, or exertion of the body that can lead to improved levels of physical fitness and quality of life.

For students to receive the nationally recommended amount of daily physical activity and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond the physical education class. Toward that end, the Forest Ridge School will:

- offer classroom health education that complements physical education
- reinforce the knowledge and self-management needed to maintain a physically active lifestyle
- reduce time spent on sedentary activities

Forest Ridge values the health and well-being of every staff member and will plan and implement activities that support personal efforts by staff to maintain a healthy lifestyle. Staff members are encouraged to model healthy lifestyle habits.

The USDA Smart Snacks for Schools requires that all foods/beverages sold on campus from midnight through 30 minutes after the last bell of the school day must follow these requirements. To determine qualification enter each food item into the nutritional calculator (see link below) provided by the Iowa Department of Education/USDA and print out the reported results. [https://schools.healthiergeneration.org/focus\\_areas/snacks\\_and\\_beverages/smart\\_snacks/alliance\\_product\\_calculator/](https://schools.healthiergeneration.org/focus_areas/snacks_and_beverages/smart_snacks/alliance_product_calculator/)

This report **MUST** be submitted to the Food Service Director before the items are sold. These nutritional reports are being monitored by the Iowa Department of Education.

To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn, the school will operate the breakfast program according to USDA guidelines.

As an amendment of the Healthy Kids Act Section 273.2, Code 2007 of Section 143, the board of an area education agency or a consortium of two or more area education agencies shall contract with one or more licensed dietitians for the support of nutritional provisions in individual education plans developed in accordance with chapter 256B and to provide information to support school nutrition coordinators as needed. As part of the school district's responsibility to operate a food service program, the Forest Ridge School will:

- provide continuing professional development for all nutrition professionals
- encourage staff to model healthy eating habits by choosing healthy foods and beverages



Nutrition Standards for All Foods Sold in Schools Food/Nutrient	Standard	Exemptions to the Standards
General Standard for Competitive Food	<p>To be allowable, a competitive FOOD item must:</p> <ol style="list-style-type: none"> <li>1. Meet all of the proposed competitive food nutrient standards; and</li> <li>2. Be a grain product that contains 50% or more whole grains by weight or have whole grains as the first ingredient*; or</li> <li>3. Have as the first ingredient* one of the non-grain main food groups: fruit, vegetables, dairy, or protein foods (meat, beans, poultry, seafood, eggs, nuts, seeds, etc.); or</li> <li>4. Be a combination food that contains at least ¼ cup fruit and/or vegetable; or</li> <li>5. Contain 10% of the Daily Value (DV) of a nutrient of public health concern (i.e., calcium, potassium, vitamin D, or dietary fiber).</li> </ol> <p>Effective July 1, 2016 this criterion is obsolete and may not be used to qualify as a competitive food.</p> <p>*If water is the first ingredient, the second ingredient must be one of items 2, 3, or 4 above.</p>	<ul style="list-style-type: none"> <li>• Fresh fruits and vegetables with no added ingredients except water are exempt from all nutrient standards.</li> <li>• Canned and frozen fruits with no added ingredients except water, or are packed in 100% juice, extra light syrup, or light syrup are exempt from all nutrient standards.</li> <li>• Canned vegetables with no added ingredients except water or that contain a small amount of sugar for processing purposes to maintain the quality and structure of the vegetable are exempt from all nutrient standards.</li> </ul>
NSLP/SBP Entrée Items Sold A la Carte	Any entrée item offered as part of the lunch program or the breakfast program is exempt from all competitive food standards if it is sold as a competitive food on the day of service or the day after service in the lunch or breakfast program.	
Sugar-Free Chewing Gum	Sugar-free chewing gum is exempt from all competitive food standards.	
Grain Items	Acceptable grain items must include 50% or more whole grains by weight, or have whole grains as the first ingredient.	
Total Fats	Acceptable food items must have ≤35% calories from total fat as served.	<ul style="list-style-type: none"> <li>• Reduced fat cheese (including part-skim mozzarella) is exempt from the total fat standard.</li> <li>• Nuts and seeds and nut/seed</li> </ul>

		<p>butters are exempt from the total fat standard.</p> <ul style="list-style-type: none"> <li>• Products consisting of only dried fruit with nuts and/or seeds with no added nutritive sweeteners or fats are exempt from the total fat standard.</li> <li>• Seafood with no added fat is exempt from the total fat standard.</li> </ul> <p>Combination products are not exempt and must meet all the nutrient standards.</p>
Saturated Fats	Acceptable food items must have <10% calories from saturated fat as served.	<ul style="list-style-type: none"> <li>• Reduced fat cheese (including part-skim mozzarella) is exempt from the saturated fat standard.</li> <li>• Nuts and seeds and nut/seed butters are exempt from the saturated fat standard</li> <li>• Products consisting of only dried fruit with nuts and/or seeds with no added nutritive sweeteners or fats are exempt from the saturated fat standard.</li> </ul> <p>Combination products are not exempt and must meet all the nutrient standards.</p>
Trans Fats	Zero grams of trans fat as served (≤0.5 g per portion).	
Sugar	Acceptable food items must have ≤35% of weight from total sugar as served.	<ul style="list-style-type: none"> <li>• Dried whole fruits or vegetables; dried whole fruit or vegetable pieces; and dehydrated fruits or vegetables with no added nutritive sweeteners are exempt from the sugar standard.</li> <li>• Dried whole fruits, or pieces, with nutritive sweeteners that are required for processing and/or palatability purposes (i.e., cranberries, tart cherries, or blueberries) are exempt from the sugar standard.</li> </ul> <p>Products consisting of only exempt dried fruit with nuts and/or seeds</p>

		with no added nutritive sweeteners or fats are exempt from the sugar standard
Sodium	Snack items and side dishes sold a la carte: ≤ 230 mg sodium per item as served. Effective July 1, 2016 snack items and side dishes sold a la carte must be: ≤ 200 mg sodium per item as served, including any added accompaniments. Entrée items sold a la carte: ≤ 480 mg sodium per item as served, including any added accompaniments.	
Calories	Snack items and side dishes sold a la carte: ≤ 200 calories per item as served, including any added accompaniments.  Entrée items sold a la carte: ≤ 350 calories per item as served including any added accompaniments.	Entrée items served as an NSLP or SBP entrée are exempt on the day of or day after service in the program meal.
Accompaniments	Use of accompaniments is limited when competitive food is sold to students in school. The accompaniment must be included in the nutrient profile as part of the food item served and meet all proposed standards.	
Caffeine	Elementary and Middle School: foods and beverages must be caffeine-free with the exception of trace amounts of naturally occurring caffeine substances. High School: foods and beverages may contain caffeine.	

#### Beverages Standard

Beverages	
	<p>Middle School</p> <ul style="list-style-type: none"> <li>• Plain water or plain carbonated water (no size limit)</li> <li>• Low fat milk, unflavored (≤ 12 fl oz)</li> <li>• Non-fat milk, flavored or unflavored (≤ 12 fl oz), including nutritionally equivalent milk alternatives as permitted by the school meal requirements</li> <li>• 100% fruit/vegetable juice (≤ 12 fl oz)</li> <li>• 100% fruit/vegetable juice diluted with water (with or without carbonation), and no added sweeteners (≤ 12 fl oz)</li> </ul>

	<p>High School</p> <ul style="list-style-type: none"> <li>• Plain water or plain carbonated water (no size limit)</li> <li>• Low fat milk, unflavored (<math>\leq 12</math> fl oz)</li> <li>• Non-fat milk, flavored or unflavored (<math>\leq 12</math> fl oz), including nutritionally equivalent milk alternatives as permitted by the school meal requirements</li> <li>• 100% fruit/vegetable juice (<math>\leq 12</math> fl oz)</li> <li>• 100% fruit/vegetable juice diluted with water (with or without carbonation), and no added sweeteners (<math>\leq 12</math> fl oz)</li> <li>• Other flavored and or carbonated beverages (<math>\leq 12</math> fl oz) that are labeled to contain <math>\leq 40</math> calories per 8 fl oz, or <math>\leq 60</math> calories per 12 fl oz</li> </ul>
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The Director of Education will ensure compliance with these policies in the school building and will report in writing using the form provided by the food service director on the school's compliance annually to the Executive Director and Food Service Director.

The Director of Education will ensure compliance with established school nutrition and physical activity wellness policies and goals.

The Executive Director or his/her designee will report annually to the Woodward Youth Corporation board and publish the report to the public regarding the effectiveness and compliance of this policy.

Approved 3/27/15 Reviewed Jennifer Hebert Revised \_\_\_\_\_

Legal Reference: Richard B. Russell National School Lunch Act, 42 U.S.C. 1751 *et seq.* (2005)  
 Child Nutrition Act of 1966, 42 U.S.C. 1771 *et seq.*,  
 Senate File 2425: <https://www.educateiowa.gov/sites/files/ed/documents/SenateFile2425.pdf>  
 Iowa Code section 256.7(5)

Cross Reference: 504.6 Student Activity Program  
 710 School Food Services

