



Forest Ridge Youth Services

Residential Program Description/Handbook

Forest Ridge Youth Services

PROGRAM DESCRIPTION

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.

Forest Ridge Youth Services attained accreditation by CARF International for its Children and Adolescents and Juvenile Justice Residential Treatment, and Juvenile Justice Community Housing and Shelters. The CARF

accreditation decision represents the highest level 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 and Juvenile Justice.

The re-accreditation process was again completed in April 2015, with another 3 year accreditation for all of the above mentioned programs and services.

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 HiSED 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 in order to observe or affect changes in their social behavior
- 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
- Maintain all documentation as required by Medicaid and DHS Licensing Departments
- Exercise vigilance to maintain client privacy in accordance with HIPAA and 42 CFR

Group Leader

Qualifications:

All group leaders are required to have a high school diploma or HiSED 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
- Oversee and maintain the general health and wellbeing of all of the students in his/her assigned cottage

- Assist in the coordination of all daily treatment and daily living experiences for the youth
- Address emergency situations to ensure the safety and security of students, staff, and facility, with the assistance of the Caseworker.
- Provide leadership and guidance to the students in a supportive atmosphere.
- Supervise, observe, and interact with youth in activities in order to observe or affect changes in their social behavior
- Ensure appropriate programs that have been developed are implemented and service delivery protocols are followed to meet the needs of Forest Ridge students
- Assist in ensuring that an individual treatment plan is developed reflective of the students referral needs
- Participate in Service Planning Conference to review the progress of students and make recommendations accordingly
- Ensure that all cottage documentation is completed accurately and submitted at the end of the month
- Serve as the point of contact for any purchasing needs for students
- Assist in the hiring, training, and orientation of new staff
- Participate in staff supervision and development; providing ongoing feedback to staff for staff conduct
- Schedule staff for maximum coverage and optimal use of staff
- Maintain all documentation as required by Medicaid and DHS Licensing Departments
- Exercise vigilance to maintain client privacy in accordance with HIPAA and 42 CFR

Team Leader

Qualifications:

All team leaders are required to have a High School Diploma or HiSED 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
- Oversee and maintain the general health and wellbeing of all of the students in his/her assigned cottage
- Participate in open interdepartmental communication for effective on-going service implementation
- Address and coordinate response to emergency situations to ensure the safety and security of students, staff, and facility
- Coordinate all daily treatment and living experiences for youth to maximize effective and efficient service delivery
- Ensure appropriate programming is implemented and service delivery protocols are followed to meet the needs of students by keeping youth close to home with the no Iowa eject/reject model of practice
- Assist in admissions of students by reviewing student history, interviewing students, and obtaining needed information in order to balance the cottage culture
- Supervise, observe, and interact with youth in activities in order to observe or affect changes in their social behavior
- Lead group sessions and provide leadership and guidance to the students in a supportive atmosphere
- Participate in Service Planning Conference to review the progress of students and make recommendations accordingly
- Lead in the hiring, training, and orientation of new staff
- Participate in staff supervision & development; providing ongoing feedback to staff to maintain standards for conduct
- Oversee the Group Leaders' scheduling of staff for maximum coverage and optimal use of staff

- Facilitate cottage team meetings on a weekly basis
- Ensure family connections are implemented, as required by contract
- Participate in case collaboration across departments
- Maintain all documentation as required by Medicaid and DHS Licensing Departments
- Exercise vigilance to maintain client privacy in accordance with HIPAA and 42 CFR

Crisis Intervention, Stabilization, and Reunification Caseworker

Qualifications:

All Caseworkers shall have a bachelor of arts or a bachelor of science in social work, psychology, or a related behavioral science plus two years of supervised experience; or a bachelor's degree in social work with one year of supervised experience; or six years of supervised child welfare experience in residential care or a combination of advanced education in the behavioral sciences and experience equal to six years.

Responsibilities:

- Provide case management for all students assigned to their CISR program
- Provide primary individualized Behavior Health Intervention Services (BHIS) on a weekly basis
- Serve as the chief point of contact for referring workers and parents
- Prepare an individualized service plan through collaboration of the internal treatment team, referring worker, parent(s), and external providers
- Facilitate service planning conferences upon admission, and every three months thereafter
- Ensure family connections are implemented, as required by contract
- Arrange aftercare plan for a seamless transition
- Facilitate case collaboration among relevant parties
- Coordinate Forest Ridge team to complete TOPS assessment of students
- Iowa only: Maintain weekly contact with students post-discharge for a minimum of 30 days.
- Iowa only: Provide a face-to-face follow-up meeting in home community within 30 days of discharge
- Participate in team meetings
- Maintain all documentation as required by Medicaid and DHS Licensing Departments
- Exercise vigilance to maintain client privacy in accordance with HIPAA and 42 CFR

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

It is necessary within a Socially Interactive Environment setting to empower the student to take responsibility for providing help when needed, and accepting help when offered. The Seven Levels of Intervention provide a structured tool for students to learn and utilize problem solving and conflict resolution skills.

The approach used to address inappropriate behavior or poor decision-making is an intervention. The intervention process is well structured so that it is done constructively with support that demonstrates care and concern. When the student respectfully accepts an intervention at any level, the intervention ends. This process consists of and is implemented in seven graduated levels.

The Seven Levels of Intervention include:

Level 1: The Friendly Non-Verbal

When a student is not following through with a program norm, a friendly non-verbal cue will be used to show that a behavior needs to change immediately. This cue is generally going to be a gesture or a facial expression indicating that something needs to discontinue or that a different behavior should commence. The student accepts this level of intervention by applying the change to her behavior.

Level 2: The Concerned Non-Verbal

Similar to the previous level, the concerned non-verbal is a more firm and serious facial expression or gesture indicating that a change in behavior is necessary.

Level 3: The Helpful Verbal

A statement that is presented to the student in a helpful way, generally using the word "please," the helpful verbal intervention points out what behavior needs to be changed. This level is accepted by both a verbal acknowledgement and a change in behavior.

Level 4: The Concerned Verbal

Like the helpful verbal, this level offers a statement pointing out the behavior that needs to stop or begin. Generally specifying that a change "needs" to take place, this level of intervention is delivered with more concern that is conveyed through voice tone, word choice and facial expression.

Level 5: Group (Student and Staff) Support

Support is requested from students and staff in the immediate area when the verbal levels of intervention have been rejected or a heightened level of concern is necessary to address a behavior. This communicates to the student that the level of concern regarding her behavior requires attention from her peer group and staff to help her with the current problem.

Level 6: Staff Intervention

A number of options are present at this level of intervention, providing the last opportunity for the student to take initiative in resolving the situation herself.

These options include:

- **IESCAPE** - a process for reviewing and learning from an issue
 - Isolate, Explore, Share, Connect, Alternatives, Plan, Entry
- **Chill Out** - a staff supervised, brief, time apart from the situation to consider alternatives.

- **Physical Restraint Technique, Standing or Escort** - a staff member may restrict the movement of a student in situations that create a safety risk to herself, others, or property. In extreme situations where a major disruption to the peer environment is present, this level of intervention may be appropriate as well.

Level 7: Physical Restraint Technique, Supine or Sitting

The physical restraint is used by staff only when a student exhibits behavior that presents an immediate danger to the student's safety or the safety of others through physical harm or property damage. The staff will utilize 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 youth daily practice in handling conflict using a positive approach. It allows youth to practice problem solving under the supervision and guidance of the staff as they interact with each other on a daily basis. Practicing these skills allow youth to become successful with each other's help and support while learning the value of giving and accepting help.

THE PROGRAM STAGES

The progressive, developmental model of the core program facilitates the evolution of life skills through the presentation and individual application of concepts and skills. The concepts and skills presented are consistent with a youth's progress in the core program. Youth are then challenged to demonstrate their understanding of the new concepts to peers in discussion groups and to provide examples of applications relevant to their own life experiences.

The level system defines specific learning objectives in educational, vocational, and socialization skills, which address changes in delinquent thinking and behavior patterns. Earning promotions in the level system requires a student demonstrate new skills, knowledge, and behavior through their participation in group discussions, written assignments, and personal interactions with peers and staff. Progressing up the level system affords students increased responsibility in the socially interactive environment.

Orientation Level - Learning program rules and roles

Students are first taught how the program works and the roles and responsibilities of both 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 recognize 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 their desired outcome.

Level II - Learning the impact of behavior

AT this level, students learn how their behaviors have affected themselves and others. Students learn about positive relationships and the motivation to change may begin to come from inside them. That is, 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 and students develop self-confidence that leads to a more positive self-image.

Level IV - Learning to support and add to success

This level teaches girls how to continue making positive changes and add to their foundation for 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 adhering to old thinking and behaviors. Doing this helps students reinforce their commitment to their 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.

Falcons Club

Through the use of daily evaluations and overall team observations, staff will determine a weekly rating of student performance, using positive, neutral and negative force field terms. This will be used as a baseline rating for level promotions, entrance to the Falcons Club, and weekly privileges. Students need to be rated positive a pre-determined length of time to either become a Falcon Pledge (Level 2) or a Falcon (Levels 3 and 4) and maintain her rating.

A Falcon serves as a role model and represents the rest of the young women at Forest Ridge. This group of students will have a large influence on the environment and its role in changing behavior. For this reason, a Falcon is giving additional opportunities, is well known, and is active in our peer environment. She must demonstrate strong, positive leadership or actively show a commitment and the ability to strengthen these skills with direction and practice.

A Falcon may lose her privileges. Some of the behaviors that can result in a Falcon's loss of privileges include the same actions that would cause any student to be placed on escorts or awareness. 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 Level IV or achieves Falcon status, it does not mean that she is ready for discharge to home or another living situation. Rather, it indicates that she is recognizing the reality surrounding her past behaviors and has demonstrated a commitment to trying to change them.

INDIVIDUAL PROGRESS EVALUATION

Forest Ridge provides youth with feedback on Seven Primary Patterns of Thinking and Interaction which outcome research identifies as predictive of post-program success. Feedback from staff keeps the student focused on successes and further development of skills where improvement is still needed. These patterns also serve as criteria for progressive in-program promotion along with their progress on specific program goals.

The Seven Patterns of Thinking and Interaction

- *Relating to Adults* - the ability to relate to adults by 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.

Program progress is defined by the youth's practice and development of these skills. The system is designed to emphasize the development of positive thinking patterns which are the key to making healthy decisions and insuring long-term success. This process is designed to aid in the acquisition of new knowledge, new thinking patterns, and the development of new skills in preparation for return to the community.

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 the "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.

COUNSELING PROGRAM

Clinical and counseling services that are provided to youth in the Forest Ridge Residential Treatment program include individual, group, crisis, and family counseling, when possible. Levels of counseling services include paraprofessional Primary Counseling, Bachelor's level Behavioral Health Intervention Services Counseling, and Master's level therapy services. On-site psychiatric and substance abuse services are delivered by area providers.

Assessments and Treatment Planning

The individualized treatment plan created by admissions, group living, and counseling staff and reviewed throughout the youth's program includes clinical and counseling services and staff.

Within the first week of admission, young women submit to a clinical services initial psychosocial diagnostic assessment. For Iowa Medicaid students, this initial diagnostic assessment includes the Licensed Practitioner of the Healing Arts (LPHA) assessment that drives their Behavioral Health Intervention Services (BHIS) Implementation Plan.

Consumer Health Inventory (CHI) and Consumer Health Inventory: Child (CHI-C) are self-report measures to screen for depression, anxiety, substance use, and assesses functional health status, strengths, symptoms, substance use and recovery status. Youth 14 and older utilize the CHI and those younger than 14 utilize the CHI-C.

Individual Counseling

Each youth is assigned a primary counselor, a BHIS Practitioner and a Therapist. The Primary Counselor is part of their group living unit staff team who provides one-to-one direct care counseling and guidance through their program stage work. A BHIS Practitioner meets with a youth individually at least weekly and facilitates group five days a week. A youth meets with her Therapist individually each week and identified youth participate in therapy group once a week as well.

Residential Treatment Program Counseling

Primary Counseling - Individual

Individual work with a student to help her navigate through her level packet program stages and assist in setting the pace toward achieving level goals are responsibilities of the Primary Counselor. A young woman's Primary Counselor works in her residential unit as part of the Group Living department and checks in with her regarding her packet and level goal progress, specific issues she may be struggling with, or simply to provide her direction or support in her program at least twice weekly. The Primary Counselor is also in regular contact with a youth's parents or guardian.

On a weekly basis, a Primary Review is completed by the student's Primary Counselor. This assessment summarizes the primary sessions, identifies progress toward achieving goals, lists the following week's goal and provides a forum for the student and counselor to compare and contrast their assessment of the student's Seven Patterns of Thinking and Interaction.

Group Residential Treatment Counseling

Community Group

Most evenings, all youth in a unit group come together as a community to discuss issues that affect the group as a whole. The agenda covers any one or all of the following:

- Group business things like program schedule, upcoming events, and chore assignments
- Recognition of positive behavior by individuals or groups
- Discussion on how decision-making has affected others as well as the group throughout the day
- Handling 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 unproductive 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 on the level they are currently working on and staff members facilitate a short group session teaching a concept or skill from the level packet. Students will discuss their written responses, their use and mastery of the skill, and receive feedback from other students in the group. Students present specific and recently completed level packet assignments to the Levels Group.

Packet Focus Group

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

Transitional Living - Life Skills Curriculum

The Life Skills program at Forest Ridge is designed to teach students situational skills, allowing them to deal with daily problems and get them ready for return to their families or an independent living situation. Students are provided with 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 informed decisions about family, social, and free time situations with a focus on topics including: 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 healthy decisions related to alcohol and drug use, facts about substance use, and how chemical dependence is identified. This group is facilitated by their cottage staff, generally scheduled on the weekends.

Girls Circle

A structured support group curriculum designed for girls 9-18 years old, Girls Circle group presents social interaction theories, resiliency and relational skills building in a specific format that is designed to increase positive connection, personal and group focus, and strengths and competence in girls. Aiming to counteract social and interpersonal forces that impede girls' growth and development by Girls Circle promotes 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.E. (Sexual Exploitation) Support Group

This group is offered to victims of sexual exploitation to provide specific coping, relationship, and decision making skills while working through their past trauma. The sexually exploitive experiences girls may have experienced include but are not limited to internet exploitation, prostitution, and human trafficking. New ways of looking at past situations, resolving sexual exploitation trauma, identification of recruitment risk factors and gateways, and information necessary to consider making life changes is discussed.

Behavioral Health Intervention Services (BHIS)

BHIS Groups

Based on assessments, individualized treatment plans, and goals, students are assigned to a BHIS group. These services are opportunities for skill building in both individual and group settings. BHIS Practitioners facilitate groups and meet with their assigned students individually.

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 transition from one skill to another while continuing holistic integration. BHIS groups are facilitated by experienced staff who meet and exceed the qualifications for providing these services.

BHIS Group topics may include:

Healthy Decision Making	Conflict Resolution	Relationships and Boundaries
Family Systems	Grief and Loss	Respect
Thinking Errors	Communication	

Some of the BHIS groups follow a curriculum that has been developed by Forest Ridge and continue to grow and change as the needs of young women change.

These groups include:

Victim to Survivor Group

- Discover skills people use to heal from sexual, emotional, and physical abuse and neglect
- Learn productive vocabulary to describe difficult abuse issues
- Recognize abuse that she has experienced as a victim and as a witness
- Recognize and communicate past and current feelings about abuse
- Improve feelings of self-worth and develop improved relationship skills

Alternative Decision Making (to substance abuse)

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

Comprehensive Sexuality Education

All Forest Ridge students participate in this educational group at some point during their program. It includes information on:

- Human anatomy
- Life behaviors of a sexually healthy adult
- Information on the range of attitudes and behaviors that human sexuality encompasses
- Identification of the developmental stages of sexuality in the lifespan
- Information on contraceptive options and pregnancy
- Sexually transmitted infections, including HIV
- Information on the decision making steps related to sexual activity
- Community resources for ongoing sexuality support

Individual and Family Skill Building

Individual BHIS sessions are facilitated by a consistent Practitioner on a weekly basis. The same Practitioner will work with a student and her family if family sessions have been requested by the courts or worker or otherwise deemed appropriate. Scheduled both during the week and on weekends, family sessions may depend on the family's ability to attend.

BHIS Family Skill Building sessions may include the following topics:

- Roles and responsibilities in the 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, parents, and significant others
- Expectations - demonstrating ongoing attitudes of respect and authority within a family setting
- Relapse prevention - making the move home and looking at what our future as a family will look like

Therapy Services

The BHIS and clinical services at Forest Ridge are provided oversight by the Clinical Services Director, a Licensed Independent Social Worker. Forest Ridge employs additional appropriately licensed Therapists to help meet the therapeutic needs of the young women placed in our Residential Treatment program.

The therapy services a youth receives always includes individual sessions; and group, family and crisis intervention therapy is dependent on the needs of each specific student.

Management of psychotropic medications is facilitated by an area psychiatric provider on the Forest Ridge campus, and Iowa licensed substance abuse services are also available on campus through an area provider.

EDUCATION PROGRAM

The Forest Ridge School offers 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; High School Equivalency Diploma (HiSED) preparation; World of Work; and Transitional Living Classes. Testing is conducted with all students as they enter Forest Ridge School to determine their current reading, math, and spelling levels. Forest Ridge School operates 12 months a year, allowing students to earn 4 credits during each 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. Forest Ridge offers a core curriculum of math, English, science, and social studies as well as elective courses. Some courses may be available as online classes through Edgenuity, though they are supervised by on campus licensed teachers.

Courses may include the following:

Mathematics

General Mathematics
Pre-Algebra
Algebra I
Algebra II
Geometry
Personal Finance
Applied Math

Language Arts

English 9
English 10-12
American Literature
World Literature
Speech
Composition

Career Tech

Careers

Science

Physical Science
Biology
Environmental Science
Earth Science

Social Studies

World History
US History
Geography
Cultural Geography
Civics
World Today
Government
Government II

Fine Arts

Art Appreciation

Family and Consumer Science

Independent Living

PE/Health

Physical Education
Health
Health II

Other

Study Skills
Choices
Interpersonal Communications
Computer Applications

Schoolwork is checked daily and course progress is evaluated every weeks. At intake and every six months, students are reassessed to measure academic gains. Special Education certified teachers provide instruction and monitoring of all students with an Individualized Education Plan. Second Chance Reading instruction provides students with reading challenges the opportunity to learn new ways to understand vocabulary and reading comprehension.

High School Equivalency Diploma (HiSED)

A student may work toward earning her HiSED with the agreement and teamwork of the student, family, and worker. This option will normally be pursued only when a student will not achieve a high school diploma. While placed at Forest Ridge, all students are expected to go to school, regardless of diploma status, and do their best.

Post-High School College Credits

Students who enter Forest Ridge with or who successfully obtain their high school diploma or HiSED may take college classes on campus via computer. Forest Ridge assists these youth with the enrollment process and education staff monitors their computer use. College course availability will dictate the timing of enrollment.

WORLD OF WORK & COMMUNITY SERVICE

The World of Work program strives to be flexible in order to grow and meet the needs of the current population of youth at Forest Ridge.

World of Work is intended to:

- Make it possible for students to fulfill restitution and community service obligations.
- Allow non-Falcons to participate in on-campus, highly supervised work projects where they have responsibility and are able to engage in a paid work experience. These projects exist to build pride and to help show students the benefits of healthy decisions.
- To build morale and help students take ownership in their environment and the program as a whole.
- To provide students the opportunity to practice their employability skills training.

Examples of jobs available through World of Work include:

- On campus cleaning and janitorial work
- Gardening or landscaping
- On campus food service

Students who are approved by their staff team for on campus World of Work jobs are required to complete an application and interview with a staff supervisor. After a student is hired, they are supervised by the World of Work Coordinator. Job standards are established and World of Work norms are enforced, and a youth may be suspended from the World of Work program if they fail to meet established expectations or engage in behavior that poses a risk in the context of the work program.

Restitution and Community Service

Monetary restitution to victims and community service hours are an important part of many Social Services and Juvenile Court rulings. Forest Ridge has a restitution and community service program to help youth meet these obligations. Students who owe restitution or community service through the court and who qualify to participate will be involved in this program at the request of their worker.

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 an emphasis on learning behaviors that are expected by supervisors and attitudes needed in the workplace.

When restitution or community service 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 insight into personal responsibility. Students who are a high run risk or have ongoing behavior issues will not be allowed to utilize this program until they correct their concerning behavior.

All money that a student earns is put into her trust account. An agreement between the placing worker and Forest Ridge determines how restitution is paid. Thirty days after the student leaves, any restitution is paid as directed by the worker and the remaining balance is issued in a check and mailed to the student.

Community Involvement Opportunities

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

Some examples include:

Public Speaking - Some Forest Ridge students are selected each year to visit local charitable and service organizations in the community to make presentations on various topics related to life at Forest Ridge or the experience of today's youth. Students may also speak at area schools, colleges or universities.

Community Service - Forest Ridge students who are eligible to go off campus regularly participate in projects including Adopt A Highway, Nursing Home visits and a variety of other community projects.

Recreation, Athletics, Physical Education and Leisure Activities

We know that participation in group recreational activities serves an important function in the healing process. Organized sports activities increase individual qualities such as leadership, self-esteem, work ethic, self-discipline, trust, and cooperative teamwork. Forest Ridge has many recreational activities from exercise to team sports.

Athletic activities also increase physical wellness and build healthy habits. Physical activities and sports 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 attendance or performance in the past, many students may have never participated in positive athletic experiences. The recreation programs at Forest Ridge are designed to complement and support our other program components. Pride in our school, improved self-esteem, sportsmanship and being part of a team area all important parts of our athletics program. Forest Ridge is a member of the Iowa High School Girls Athletic Union and participates in interscholastic competition with other public high school teams in volleyball, basketball, and track.

The recreational activities planned are purposeful and creative. The ideas of becoming more physically fit while learning team and individual skills are considered important parts of the personal growth and development of each student. Involvement in some form of activity is mandatory to help students reach and maintain 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.

Students regularly go to the Estherville Regional Wellness Center where they are able to participate in water aerobics, swimming, weight training, aerobics, indoor track, and team sports. Throughout the year, numerous events are held at Forest Ridge including Cottage Olympics, Girls Rock Weekend, Women's Issues Day, Falcon outings and seasonal celebrations.

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 emotional upsetting or confusing to the youth to the degree that an increase in risk to herself, others, or the program is possible.*
- *Non-responsive to the program: When a student is not progressing through her 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: Law violations or situations that threaten the safety of the program environment.*

Intensive Supervision and Support requires the creation of a highly individualized plan under close direction of the Team Leader and Group Living Director that is intended to evaluate and address the youth's specific situation. The plan assigns specific tasks and privileges after each task is completed to help the youth understand the meaning and implications of the situation, ways to respond differently to prevent future problems or successfully meet similar challenges in the future. The Intensive Supervision and Support plan reflects the youth's goals identified in the Program Stages, offering more options and chances for growth.

CRITICAL INCIDENTS

Critical incidents are generally situations that could be considered a crime. Serious consequences, including criminal charges filed against an individual, can result from critical incidents, as well as the transfer from one residential unit to another or expulsion from the program.

Critical Incidents may include, but are not limited to:

- Assault on staff or students (includes fighting)
- Attempted AWOL or AWOL
- Possession of or taking drugs or intoxicants
- Violating fire safety codes or arson
- Hiding a weapon or creating an instrument intended for use as a weapon
- Buying, acquiring, receiving, concealing or withholding property with the knowledge that such property has been obtained wrongfully or illegally
- Obtaining property of another person without that person's informed consent by stealing or 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, use of threats, intimidation, inappropriate touching, or other actions and/or communication by one or more resident aimed at coercing 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, use of threats, intimidation, inappropriate touching or other actions and/or communications by one or more staff aimed at coercing or pressuring a resident to engage in a sexual act
- Sexual harassment, which is repeated and unwelcome sexual advances or requests for sexual favors, verbal comments or gestures or actions of a derogatory or offensive nature by staff, contact staff, or volunteer toward a resident, or by one resident toward another resident. Statements can 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 with the intent to do harm to the character or reputation of that person
- Destruction of property
- All other violations of the federal, state, or local law
- Use of all forms of tobacco on Forest Ridge property by students, visitors or staff

A student may be administratively discharged from Forest Ridge if she prevents the need for a secure (locked) program 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 the safety and security, orderly conduct and behavior, freedom from fear of insult, harassment or injury, and to allow for maximum opportunity for each student.

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

- To help maintain an overall atmosphere that promotes learning and the Socially Interactive Environment and to respect the principle that no student shall participate in any activity that disrupts or shows clear evidence of threatening to disrupt the Forest Ridge program or interfere with the public or private rights of others.
- To obey the order of the court to remain in placement and to participate fully in the Forest Ridge program and work to meet Forest Ridge goals.
- To protect Forest Ridge property by caring for it and protecting it from theft, misuse and destruction while 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 any kind of weapon or object that would be used as a weapon.
- To personally avoid and discourage others from having, buying, selling, otherwise giving, or using substances including alcohol, tobacco, or drugs for purposes other than their prescribed use and dispensed by medication certified staff, or using any other substances as an intoxicant or stimulant.
- To practice and encourage honesty in all interactions.
- To respect peers and staff by obeying all reasonable requests and avoiding the use of verbal abuse, ethnic slurs, slander or obscene gestures.

STUDENT RIGHTS

Students in the Forest Ridge Residential program maintain certain well-defined rights and responsibilities. The rights of students are not terminated because of their status as residents at Forest Ridge; nor should we deny youth 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 the conduct of youth at Forest Ridge. The difference between freedoms expected by the youth and the necessary restrictions on their actions through the rules established by Forest Ridge to maintain good order can be minimized by engaging in appropriate conduct within 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 guardian and placing worker and shall be documented and placed in the youth's permanent file.

Student's Rights are included in the Student Handbook and reviewed verbally during Orientation Level to assure the student understands his or her rights.

Students Rights and Notice of Privacy Rights are posted in all units for easy reference. A student may obtain a replacement copy of the Student Handbook by requesting one from staff at any time. All students who have questions regarding these rights are encouraged to discuss them with staff at any time.

These are the rights of the students at Forest Ridge:

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' right to send and receive mail and telephone communication is subject to the policies of Forest Ridge Youth Services. Mail that is not a threat to the safety and security of staff, students, or the public will not be restricted. If mail is restricted, the action shall be documented both to the 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 and living area in a socially acceptable manner. All students' rights are balanced against the need for the safety and health considerations of the group.

Right to Vote - Students may register to vote if they are eighteen years of age or older. The Forest Ridge staff will help a student who desires to exercise their right to vote. To register, students may contact the Registrar of Voters in their home county. If students do register and will be at Forest Ridge on Election Day, the student who wishes to vote must request an absentee ballot from their home county within the timeline established by that county.

Right to Orientation - Students will receive an orientation to the program. Since students are expected to follow all group norms for acceptable behavior, students are entitled to the opportunity to become thoroughly familiar with the 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 participate in the development of the case plan and have input into program activities that will provide the opportunity to meet the goals identified in their case plan. Students refusing to participate in identified specific program components will be informed of the possible consequences of their refusal, which may include Forest Ridge no longer being able to provide the student services. Students have the right to know that services provided to them will be monitored throughout placement by Forest Ridge staff as well as external licensing, funding, and accrediting organizations.

Equal Treatment - Students have the right to be free from discrimination due to race, color, sex, language, religion, political or other opinions, national or social origin, property, birth, or other status. Equal access to programs and services is provided to all students.

Necessities of Life - Students have the right to be provided with the necessities of life, including 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 entitle a student to 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 of character may also 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 word 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 dignity and respect. 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, sexual abuse or assault 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. Students will 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 - Students 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 members consult 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 student's 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 the 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 the Forest Ridge 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. Reports may be made to a staff member, or confidentially by completing a grievance form or calling the Iowa Sexual Abuse Hotline number 1-800-284-7821 or the Iowa Department of Human Services number 1-800-362-2178.

A parent or legal guardian of a student shall be allowed to file a grievance regarding allegations of sexual abuse, including appeals, on behalf of their student. Such a grievance shall not be conditioned upon the student agreeing to have the request filed on her behalf.

A victim should request immediate medical attention. There may be serious injuries that they aren't aware of and any sexual contact can result in exposure to sexually transmitted diseases. A victim should not shower, brush their teeth, use the restroom, or change their clothes as they may destroy important physical evidence. Assistance from mental health services and crisis intervention for counseling and/or referrals is available.

FAMILY INVOLVEMENT

Families play an important role in the success of the student, and family participation is an important part of the program. The primary goal is to provide support and help to families whose children are trying to change and to involve families in supporting staff at Forest Ridge who are teaching their child to use these new skills. Parental ownership of and involvement in the program helps the family reunify.

Family resource information is offered to family members who want a better understanding of our program and an increased ability to support the youth's positive behavior when they return home. A student's family is invited to and expected to be involved in the youth's program through collaboration with staff before and during quarterly staffing, through bi-weekly contact by phone or mail and through family sessions as appropriate.

When a student is accepted into the program, parents or guardians are given the intake releases and consent forms along with a student/parent handbook, which gives an introduction to the program.

Telephone and Mail Procedures

Each cottage provides students privacy for conversations between the student and their parent or guardian, their attorney and their worker. Students are allowed to use calling cards or make collect calls to their parents when approved by the placing worker and their parents.

Students may have two phone calls per week, outgoing or incoming. Students who use air travel for transportation to Forest Ridge are allowed 3 phone calls each week.

Staff members always answer the phone. After confirming that the caller is not unapproved for contact with that student by obtaining the caller's name and checking the unapproved or approved list, the call is given to the student.

Any communication a student participates in that is 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 worker will be contacted and that person may be placed on the student's no contact list.

Students can send and receive mail. Writing materials, envelopes, and stamps will be provided for up to five letters per week, though additional letters may be sent using the student's personal stamps.

Students have the right to communicate with their worker and attorney and will be provided with the address and telephone numbers of each, when they have been provided to Forest Ridge.

It is the policy and shall be the procedure that all mail or calls received or sent by the student be recorded in the student's communication logs. At intake and during the 30 day staffing, the student, parents or guardian, and worker shall agree on a list of names of persons unapproved or approved for contact with that student. Any immediate family members placed on this list will need a court order limiting contact.

Packages and mail must be opened in front of and looked at by a Forest Ridge staff member to ensure any items sent are appropriate. Forest Ridge staff will not read the content of mail, but will see that the person who sent the mail matches the addressee on the envelope. All items arriving by mail are also inventoried by staff.

Personal Property

Parents are asked not to send valuable items with students. This includes, but is not limited to, jewelry, tablets, cell phones, money, iPods, etc. In the event that these items are brought on campus, Forest Ridge is not responsible for lost or stolen items.

On Campus Visits

- Visitors are welcome but must be aware that they are expected to follow the campus-wide norms. These norms include appropriate dress and behavior that is supportive of the student and the program.
- Photo identification will be required for visiting individuals who have not previously established their identity with the Forest Ridge staff supervising the visit.
- Only three visitors are allowed per visit unless approved through the student's cottage staff and worker.
- 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 cigarettes, cigars, pipe tobacco, and chewing tobacco. E-cigarettes are also not allowed. If we think visitors are under the influence of 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, including prescription drugs, cash, and other valuables.
- Anything brought to a student by a visitor must be checked in and approved by staff before being given to the student. Food, however, is the exception to this and is allowed to be eaten during a visit.
- Visits are scheduled on Saturdays and Sundays from 1 pm to 5 pm. Requests for visits must be made to cottage staff at least four working days before the visit.
- Plan for and request visits ahead of time, as there may be student activities planned during visiting hours for the students who do not have visitors. It is important for each student to participate in all parts of their treatment, so the staff team will help scheduling activities and visits that are not in conflict with each other.

- When a student requests a visit with someone other than her direct family, Forest Ridge staff discusses the request with the worker and parent or guardian. When the individual is approved for contact otherwise, visits will generally be allowed unless there are specific reasons that indicate the visit is not in the best interest of the youth or her progress in the program.
- The right to receive visitors will not be taken away as a punishment, but visits may be stopped if they could present 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. Prior to coming on campus, the need for service animals should be communicated with the Team Leader.

Off Campus Visits

- When appropriate, visits away from campus with parents or guardians and home visits are planned as part of the student's treatment program. Approvals for off campus and home visits are obtained from the worker, Forest Ridge staff, the student, and the family. This decision will be based on the student's progress, ability to handle more freedom in a responsible way, and recent behaviors. A home pass may be delayed, shortened, or suspended with little notice, if necessary.
- It is expected that the student and family 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 as well as any adult with that person must show Forest Ridge staff current photo identification. 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 visit, or following an on campus visit.

DAILY SCHEDULE - Weekday

6:30 am	Wake - Meds, Chores & Hygiene	5:30 pm	Supper
7:30 am	Leave for school	6:00 pm	Study Hall/PE/Group Building Activities
8:00 am	Breakfast	7:00 pm	Transport back to residence
8:15 - 9:00 am	Therapy Group, once weekly	8:30 pm	Hygiene, Study Hall, Primary Sessions
8:15 am - 2:05 pm	School Classes, including lunch	9:15 pm	Packet Focus, Level Groups, Treatment Work, Primary Sessions, Self-Study Group
2:05 - 3:00	Guided Group Interaction	9:30 pm	Community Group
3:00 - 4:30	Behavioral Health group time	9:30 pm	Med Line, Bed Time
4:30 - 5:30	Athletics, Daily Recreation		Falcons may stay up later when appropriate

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

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 deemed appropriate by the treatment team based on level of safety risk within the community.

- 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 abuser 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 & AFTERCARE

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 when a plan is identified, and continues as the student's primary counselor or Team Leader communicates with the worker and family to build a more detailed plan for discharge. This information is included in the initial 30-Day Treatment Plan and modified, refined, and documented throughout the youth's stay in her 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 driven by their discharge goals. The staff team with facilitation by the primary counselor and Team Leader, monitors a student's progress toward discharge goals, continuously working with the placing worker, family, and student to identify Forest Ridge and community resources. Home passes and campus visits are an important component and utilized to help build relationships, further identify needs and goals, and assist the family in supporting socially productive behavior and lasting change. Families are encouraged to communicate with Forest Ridge as a resource in holding students accountable both before and after discharge.

At the time of discharge, any items belonging to the student that are left at Forest Ridge will be held for thirty days. After thirty days, if 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.

The Ansell-Casey Life Skills assessment is utilized to help engage youth in identifying their strengths and weaknesses related to real life skills. The areas this assessment focuses on differ slightly for youth under 16 and those over 16 years of age, but include communication or career planning, daily living, housing and money management, self-care, social relationships and work/study skills. All students at Forest Ridge complete an Ansell-Casey Life Skills assessment.

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 Caseworker 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 Caseworker 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 Caseworker 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 Caseworker contact log.

Medication Management:

Medication Management would include any psychotropic medication prescribed by psychiatrist. Parent/Guardian will be contacted by assigned cottage Caseworker 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 Caseworker contact log.

Medical Issues:

Medical issues would include child accident, injury, illness, surgery, or hospital admission. Parent/Guardian will be contacted by assigned cottage Caseworker 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 Caseworker 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 Caseworker. Contact would be completed the day incident is reported. This contact is documented in parent/worker/attorney binder or in Caseworker 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 Caseworker after approval and arrangements including travel confirmation are completed. Documentation of these contacts go in parent/worker/attorney binder or in Caseworker 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.

Contact Information

To reach any staff member during the day, call any of the following numbers followed by the extension:

(712) 362-5231

(712) 362-5608

(712) 362-4318

(712) 362-5427

(800) 834-3395

Fax:

(712) 362-2433

Boys and Girls Shelter:

Caseworker:

Lewis Russell - ext 114

lewis.russell@sequelyouthservices.com

Shelter Numbers:

(712) 362-4103

(712) 362-2894

Shelter AEA: (712) 362-2414

Anita Cottage:

Caseworker:

Kim Jacobsma - ext 144

kim.jacobsma@sequelyouthservices.com

Anita Cottage Number: (712) 867 4548

Crystal Cottage:

Caseworker:

Heaven Connelly - ext 145

heaven.connelly@sequelyouthservices.com

Crystal Cottage Number: (712) 867-4538

Eagle Cottage:

Caseworker:

Ann Kuiper - ext 108

ann.kuiper@sequelyouthservices.com

Eagle Cottage Number: (712) 867-4528

Oak Hall:

Caseworker:

Amy White - ext 138

amy.white@sequelyouthservices.com

Oak Hall Number: (712) 867-4725

Mailing Address for Staff and Students:

Forest Ridge Youth Services

Attn: [First and Last Name]

P.O. Box 515

Estherville, IA 51334

Management Team:

Executive Director, Jen Sievert - ext 132

jen.sievert@sequelyouthservices.com

Assistant Executive Director, Shawn Connelly - ext 118

shawn.connelly@sequelyouthservices.com

Group Living Director, Chad Jacobson - ext 124

chad.jacobson@sequelyouthservices.com

Admissions & CWES Director, Nikki Lawson - ext 121

nikki.lawson@sequelyouthservices.com

Clinical Services Director, Sara Adkins - ext 129

sara.adkins@sequelyouthservices.com

The USDA Smart Snacks for Schools requires that all food and 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/

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	To be allowable, a competitive FOOD item must: 1. Meet all of the proposed competitive food nutrient standards; and 2. Be a grain product that contains 50% or more whole grains as the first ingredient*; or 3. Have the first ingredient* one of the non-grain main food groups: fruit, vegetables, dairy, or protein foods (meet, beans, poultry, seafood, eggs, nuts, seeds, etc); or 4. Be a combination food that contains at least ¼ cup of fruit and/or vegetable; or 5. Contain 10% of the Daily Value (DV) of a nutrient of public health concern (i.e. calcium, potassium, vitamin D, or dietary fiber) 6. Effective July 1, 2016, this criterion is obsolete and may not be used to qualify as a competitive food. *if water is the first ingredient, the second ingredient must be one of the items 2, 3, or 4 above.	• Fresh fruits and vegetables with no added ingredients except water are exempt from all nutrient standards • 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 • 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
NSLP/SBP Entrée Items Sold a la carte	Any entrée item offered as part of the lunch or breakfast programs 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 programs	
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	• Reduced fat cheese (including part-skim mozzarella) is exempt from the total fat standard • Nuts and seeds and nut/seed butters are exempt from the total fat standard • Products consisting of only dried fruit with nuts and/or seeds with no nutritive sweeteners or fats are exempt from the total fat standard • Seafood with no added fat is

		exempt from the total fat standard Combination products are not exempt and must meet all nutrient standards
Saturated Fats	Acceptable food items must have < 10% calories from saturated fat as served.	• Reduced fat cheese (including part-skim mozzarella) is exempt from the saturated fat standard • Nuts and seeds and nut/seed butters are exempt from the saturated fat standard • Products consisting of only dried fruit with nuts and/or seeds with no nutritive sweeteners or fats are exempt from the saturated fat standard Combination products are not exempt and must meet all nutrient standards
Trans Fats	Zero grams of trans fat as served (≤ 0.5 g per portion)	
Sugar	Acceptable food items must have $\leq 35\%$ of weight from total sugar as served.	• 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. • 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. Products consisting of only exempt dried fruit with nuts and/or seeds 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 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 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.	

Nutrition Standards for All Beverages Sold in Schools

Middle School: • Plain water or plain carbonated water (no size limit) • Low fat milk, unflavored (≤ 12 fl oz) • Non-fat milk, flavored or unflavored (≤ 12 fl oz), including nutritionally equivalent milk alternatives as permitted by the school meal requirements • 100% fruit/vegetable juice (≤ 12 fl oz) • 100% fruit/vegetable juice diluted with water (with or without carbonation), and no added sweeteners (≤ 12 fl oz)
High School: • Plain water or plain carbonated water (no size limit) • Low fat milk, unflavored (≤ 12 fl oz) • Non-fat milk, flavored or unflavored (≤ 12 fl oz), including nutritionally equivalent milk alternatives as permitted by the school meal requirements • 100% fruit/vegetable juice (≤ 12 fl oz) • 100% fruit/vegetable juice diluted with water (with or without carbonation), and no added sweeteners (≤ 12 fl oz) • Other flavored and/or carbonated beverages (≤ 12 fl oz) that are labeled to contain ≤ 40 calories per 8 fl oz, or ≤ 60 calories per 12 fl oz.

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 Services Director.

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

The Executive Director and 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

Food and Nutrition Program Nondiscrimination Statement:

Federal Civil Rights Statement

USDA Nondiscrimination Statement

For all other FNS nutrition assistance programs, State or local agencies, and their sub recipients, must post the following Nondiscrimination Statement:

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form.

To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;

(2) fax: (202) 690-7442; or

(3) email: program.intake@usda.gov .

This institution is an equal opportunity provider.

Iowa Nondiscrimination Statement

It is the policy of this CNP provider not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, disability, age, or religion in its programs, activities, or employment practices as required by the Iowa Code section 216.6, 216.7, and 216.9. If you have questions or grievances related to compliance with this policy by this CNP Provider, please contact the Iowa Civil Rights Commission, Grimes State Office building, 400 E. 14th St. Des Moines, IA 50319-1004; phone number 515-281-4121, 800-457-4416; website: <https://icrc.iowa.gov/>.