

The Ivy Street School Wellness Policy

Ivy Street School is committed to providing a learning environment that promotes children's health, well-being, and ability to learn by supporting healthy eating and physical activity. For the most part, our students are dependent on our staff for food preparation, serving, and in many cases assistance with feedings. It is our goal to link APE, educators, school meal programs, residential staff, recreation staff and administrators to work together to implement this policy.

Ivy Street School will maintain a health council to review and monitor school nutrition and physical activity policies.

The health council will consist of:

- Director of Education
- Occupational Therapists
- Clinical staff
- Residential staff
- Curriculum Specialist
- School Nurse
- Physical Education Teacher
- Culinary Arts Director
- Vocational counselor
- Parent representative
- Student representative

USDA Nondiscrimination Statement

SNAP and FDPIR State or local agencies, and their subrecipients, 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, religious creed, disability, age, political beliefs, 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, audiotope, 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.

SCHOOL YEAR 2018-2019

Goal 1: By the end of 2018-2019 school year and through the implementation of this wellness policy we will promote awareness and more education around the importance of exercise to support students in finding internal motivation for physical activity.

Goal 2: By the 2018-2019 school year, Ivy Street will implement and introduce to all students the zones of regulation to aid in supporting their use of coping skills throughout programming. The zones of regulation will be posted school-wide to support students in working towards independent regulation and use of coping skills.

Goal 3: By the 2018-2019 school year, Ivy Street will support students in selecting and creating healthier options for fundraisers, school-wide events and student run businesses.

PARENTS

- Will be provided school menus bi-annually.
- Will be engaged through taste-tests of new entrees and surveys, in selecting food included in school meal programs in order to identify new, healthful, and appealing food choices annually at a parent advisory meeting.
- Will receive support to implement individual student protocols.

SCHOOL MEALS

- Meals will meet the requirements established by the local, state, and federal statutes and regulations.
- Ivy Street prohibits the use of food as a reward or punishment.
- Dining areas will be safe and comfortable.
- Lunch will be scheduled as near the middle of the school day as possible.
- Students will be provided with:
 - At least 20 minutes to eat breakfast
 - At least 20 minutes to eat lunch and dinner

- Opportunities for hand washing or hand sanitizing before they eat meals or snacks
- Encouragement and direction for teeth brushing after every meal
- Nutrition guidelines for all foods can be made available upon request and can be reviewed with students individually with the Culinary Arts Director.

Foods

- A food item served individually:
 - Will have no more than 35% of its calories from fat (excluding nuts, seeds, peanut butter, and other nut butters) and 10% of its calories from saturated and trans fat combined;
 - Will have no more than 35% of its weight from added sugars;
 - Will contain no more than 230 mg of sodium per serving for chips, cereals, crackers, French fries, baked goods, and other snack items; will contain no more than 480 mg of sodium per serving for pastas, meats, and soups; and will contain no more than 600 mg of sodium for pizza, sandwiches, and main dishes.
 - At least half of the served grains are whole grains that include at least two (2) grams of dietary fiber.
 - Nutrition guidelines for all foods will be available by student request from the Culinary Arts Director

Beverages:

Allowed: Water without added caloric sweeteners; fruit and vegetable juices and fruit-based drinks that contain at least 100% fruit juice and that do not contain additional caloric sweeteners; low-fat or fat-free fluid milk and nutritionally-equivalent nondairy beverages (to be defined by USDA);

Not allowed: Soft drinks containing caloric sweeteners; sports drinks; iced teas; fruit based drinks that contain less than 100% real fruit juice or that contain additional caloric sweeteners; beverages containing caffeine.

Portion Sizes: Limit portion sizes of foods and beverages sold individually to those listed below;

- One and one-quarter ounces for chips, crackers, popcorn, cereal, trail mix, nuts, seeds, dried fruit, or jerky;
- One and one-quarter ounces for cookies;
- Two ounces for cereal bars, granola bars, pastries, muffins, doughnuts, bagels, and other bakery items;
- Four fluid ounces for frozen desserts, including, but not limited to, low-fat or fat-free ice cream;
- Eight ounces for non-frozen yogurt;
- Ten fluid ounces for beverages, excluding water.
- The portion size of a la carte entrees and side dishes, including potatoes, will not be greater than the size of comparable portions offered as part of school meals. Fruits and non-fried vegetables are exempt from portion-size limits

Snacks: Snacks served during the school day or after-school will make a positive contribution to student's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Ivy Street Staff will assess if and when to offer snacks based on timing of school meals, a student's nutritional needs, age and other considerations. Ivy Street School will disseminate a list of healthy snack items to teachers, residential staff and parents.

Rewards: Per a student's individualized programming, the Ivy Street School Behavior Team may use a list of healthy snacks as positive reinforcement and will not withhold food or beverages as a punishment. **Ivy Street prohibits the use of food as a reward and punishment.**

Celebrations: Schools should limit celebrations that involve food during the school day to no more than one party per class per month. Each party should include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually.

Celebrations that involve food during residential time should limit to no more than one food or beverages that does not meet the above standards. These celebrations should be limited to no more than twice per month.

Off-Grounds Events: Foods and beverages offered at school-sponsored events outside the school day will meet the nutrition standards for meals or for foods and beverages sold individually. Prior to off-grounds trips students will be provided with a list of healthy available food options that students can choose from.

Sharing of Foods and Beverages: Ivy Street School does not allow our students to share food or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some student's diets.

Fundraising Activities: To support a student's health and school nutrition-education efforts, school fundraising activities will not involve food or will use only foods that meet the nutrition and portion size standards for foods and beverages sold individually. Ivy Street School will encourage fundraising activities that promote physical activity.

NUTRITION EDUCATION

Students will gain knowledge of the food pyramid and the types of foods included in each category. They will learn the nutritional value of various foods and through classroom lessons and practice form an understanding of the proper balance, portion and nutritious value of food for each meal of the day. Students will utilize their knowledge of food to make healthy choices and learn to make a variety of healthy recipes. They will learn about the positive and negative impacts that different types of foods have on parts of the body and its systems.

PHYSICAL ACTIVITY

Per the national recommendation, students are required to receive 60 minutes of physical activity per day.

Students will be provided with opportunities for physical activity beyond physical education class.

These include:

- In-class Movement Breaks

- Residentially-based physical activities
 - Access to the in-school cardio room
 - Residential groups
 - Membership to local gyms
 - Team sports
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- All students will receive physical education of at least 90 minutes/week or per IEP requirement. All physical education will be taught by a physical education instructor. Student involvement in other activities involving physical activity will not be substituted for meeting the physical education requirement. Students will spend at least 50 percent of physical education class time participating in physical activity.
 - All students will have at least 30 minutes a day of supervised movement breaks (i.e., cardio room, fitness videos, yoga, sports/games, etc.), preferably outdoors, during which the school will encourage moderate to vigorous physical activity verbally and through the provision of space and equipment.
 - The school will discourage extended periods (i.e., periods of two or more hours) of inactivity.
 - After-school residential staff care will provide and encourage daily periods of moderate to vigorous physical activity for all participants.
 - Teachers and other school personnel will not use physical activity as a reward or withhold opportunities for physical activity (e.g., recess, physical education) as punishment.

OTHER SCHOOL-BASED ACTIVITIES

Monitoring and Policy Review

The Education Director and Culinary Arts Teacher will ensure compliance with established district-wide nutrition and physical activity wellness policies.

This policy will be reviewed annually to determine areas in need of improvement. As part of that review, Ivy Street School will review our nutrition and physical activity policies; provision of an environment that supports healthy eating and will, as necessary, revise the wellness policies and develop work plans to facilitate their implementation.

Tobacco Free School

The Ivy Street School, and all offsite community residential programs, are smoke free facilities. No staff, students, or visitors are allowed to smoke within the facilities. Students are not permitted to smoke (or use any tobacco products) in any program space or activity. If a student is found with contraband they must turn it into staff or remain in a quiet space until ready to return it. If a student is refusing to return any contraband the parent or guardian must come and pick them up from programming.

Ivy Street Bullying Policy

Everyone at Ivy Street School is committed to making our school a safe, therapeutic place for all students. All staff and students will treat each other with respect, and will refuse to tolerate bullying of any kind. In addition, cyber-bullying, even if it occurs off of school grounds, will not be tolerated. Ivy Street School defines “target” as the student who is bullied. The “aggressor” is the student who is doing the bullying. Ivy Street School defines “bullying” as follows:

The repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- Causes physical or emotional harm to the target or damage to the target’s property;
- Places the target in reasonable fear of harm to him/herself or of damage to his/her or her property;
- Creates a hostile environment at school for the target;
- Infringes on the rights of the target at school; or
- Materially and substantially disrupts the education process or the orderly operation of a school.

Ivy Street School defines “cyber-bullying” as follows: Bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, social networking, and Internet postings.

Ivy Street School defines “retaliation” as follows: Any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, witnesses bullying or has reliable information about bullying. Examples of bullying and cyber-bullying include:

- Hurting someone physically by hitting, kicking, tripping, pushing, and so on
- Stealing or damaging another person’s things

Impersonating another person in order to use the Internet to intimidate someone • Ganging up on someone in person or on the Internet • Teasing someone in a hurtful way • Using put-downs or verbal assault, such as making fun of someone's race, looks, or gender • Touching or showing private body parts • Spreading rumors about someone
• Creating a Web page to hurt, embarrass, or scare someone • Excluding someone on purpose or trying to get other students not to play with someone • Sending hurtful text messages

Ivy Street recognizes that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiation (race, color, religion, ancestry, national origin, sex, socioeconomic status, gender identity, sexual orientation, etc.) or by association with a person who has or is perceived to have 1 or more of these characteristics. Reporting Bullying Adult receiving a report from a student. The Ivy Street's staff receiving the report of bullying will begin by affirming the student's feelings. They will look into the incident by asking questions of the reporter. The staff will then assess the student's safety by asking questions about what the student needs in order to feel safe.

Finally, the staff will tell the student that a report will be made and identify who the student can look to for support within their mini-team. Adult reporting to administration. School staff that witness bullying or who receive a report of bullying from a student must inform the Special Education Administrator or designee immediately. Staff will be prepared to report the date and time of the incident, who was involved (target and aggressor), where the incident occurred, the behaviors or verbal interactions witnessed, immediate safety concerns (if any), specific concerns regarding the target or the aggressor, and immediate action that was taken. Protecting students who report.

Retaliation against students for reporting bullying is prohibited. Students who retaliate against others will immediately receive consequences as identified in this policy. Students may report bullying anonymously. No disciplinary action will be taken solely on the basis of an anonymous report unless substantiated by further investigation. False accusations of bullying against others are not allowed and will result in consequences outlined in this policy. When interviewing the student accused of bullying or other students about the bullying, staff will make every effort not to name the student who reported the behavior. In some cases, however, the bullying may be too severe or jeopardize safety and warrant breach of confidentiality. In these cases, assure the student that adults will do everything possible to protect them from retaliation.

Investigating Reports of Bullying When the Special Education Administrator or designee receives a report of bullying, an investigation into the incident will be initiated promptly. Our school will use the following steps as part of our investigation process:

1. The Special Education Administrator or designee will notify the Program Director of any allegations or complaints warranting an investigation.
2. An immediate assessment of the safety of the target will be conducted and appropriate measures will be taken to ensure continued safety.
3. The internal investigation is completed in accordance with the internal investigation format detailed below, which includes comprehensive interviews and/or collecting statements from all staff and students involved.
4. The assigned investigator(s) conducts the investigation and completes the written report within two days of the incident. The completed investigation is submitted to the Special Education Administrator or designee and the program director.
5. The Special Education Administrator or designee provides coordination for the follow-up and corrective action based on the recommendations of the investigation report.
6. The Case Manager, Clinical Director, Special Education Administrator or designee working with the student will contact the designated Department of Children and Families (DCF) Social Worker and all other collaterals associated with the student's case (as determined appropriate).
7. If the disposition of the investigation warrants outside notifications to the Department of Early Education and Care (DEEC), the residential director will establish contact and forward the report. The Special Education Administrator will establish contact with the Department of Elementary and Secondary Education (DESE) and forward all appropriate documentation.
8. All internal investigation reports will be maintained in the Quality Management office. If bullying is found to have occurred, the student who perpetrated the bullying (the aggressor) will receive coaching about appropriate behavior and be subject to consequences as outlined in this policy.

The target of the bullying will receive additional support and referrals as stated in this policy.

Consequences of Bullying Step

1: First Occurrence Appropriate behavior, school expectations, and rules are reviewed and emphasized. Conflict resolution and problem-solving conference is held with aggressor.

Student calls parent with Case Manager. Student is informed of Steps 2 – 4. Step

2: Second Occurrence A conference with the student, parent, appropriate staff member, and principal is required. Student and parent signature is required. Student is informed of Steps 3 – 4.

Step 3: Third Occurrence Enhanced monitoring protocols. Student calls parent with case manager and/or principal. Student is informed of Step 4. If a student retaliates against a student who made a bullying report, he or she immediately goes to this step.

Step 4: Fourth Occurrence Parent is required to pick up day school student and remove them from school. Day school students will be removed from the classroom to an alternative classroom space until parent arrives. Residential students will be separated from the

classroom. The incident will be reviewed by the mini-team to determine an appropriate course of action. Progressive discipline will occur up to and including termination of placement if appropriate. Note: Whenever bullying is determined to have taken place, the parents of all students involved, (target(s) and aggressor(s), will be notified of the incident and of the actions being taken by the school. If a law is believed to have been broken, law enforcement will be notified by the school as well.

Assisting Targets of Bullying Establishing a sense of safety. School staff and administration will affirm the student for making the difficult decision to report bullying and keep the student and his or her family informed of the process being used by the school in response to the incident. Staff will be watchful for signs of retaliation and use immediate, clear, and consistent consequences, if retaliation occurs.

A partnership with the student will be formed to help the student report any additional bullying and to provide support. Strategies for preventing bullying in the future. School staff will work with the student to create a plan to help prevent bullying in the future. Discuss ways to avoid the person who bullied during the school day, coach the student in assertiveness skills, and identify parents, teachers, staff, and friends who can support the student.

The case manager will add the plan identified to the student's individual protocols. Staff will follow up with the student to see how the plan is working and help brainstorm more solutions, if necessary. Providing referrals. Should the student and/or family want or need counseling services to deal with the effects of bullying, Ivy street may provide the services through the family collaboration, or a referral may be made to the CSA in their community. In cases in which the student and/or family is already receiving such services, the Case Manager will notify the service provider of the incident, if appropriate, and with appropriate consent of the parent/guardian. **Parent Notification**

The parents and/or guardians of both the target and the aggressor will be notified of all incidents of bullying which involve their child. The parents and/or guardian of the target will also be notified of the action taken by the school to prevent any further acts of bullying or retaliation toward their child. Any parent wishing to file a claim/concern or seeking assistance outside of the school may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/pqa>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700.

Staff Education and Responsibilities: Each year, Ivy Street will provide written notice to all school staff of the bullying prevention and intervention plan. This policy will also be included in the employee handbook. Staff will be trained annually on the plan, policy, and curriculum chosen by the school. The training will cover ways to prevent and intervene in bullying, information about the complex nature of bullying, research on bullying and children

who may be more vulnerable to bullying by others, and information on cyberbullying and Internet safety. Staff at Ivy Street will do the following things to prevent bullying and help students to feel safe at school:

- Closely supervise students in all areas of the school
- Watch for signs of bullying and stop it when it occurs
- Teach students with disabilities and/or individualized education plans the skills necessary to avoid and respond to bullying
- Teach lessons that support social and emotional skills
- Teach students about bullying
- Respond quickly and sensitively to all reports of bullying
- Take families' concerns about bullying seriously
- Utilize consequences for bullying based on the school bullying policy
- Provide immediate consequences for retaliation against students who report bullying, consistent with the school bullying policy
- Provide immediate consequences for false allegations of bullying consistent with Ivy Street School standard consequences

Student Curriculum and Parent Education Ivy Street will use the following evidence-based bullying prevention curriculum to help address bullying at our school: Massachusetts Aggression Reduction Center's (MARC) Bullying Prevention Curriculum. The bullying prevention curriculum will be presented to the students during a beginning of the year assembly, through classroom lesson plans, in review with individual clinician sessions, and, for students starting after the beginning of the new school year, in a clinical meeting. Each year, Ivy Street will provide parents and/or guardians with information about this program and how they can reinforce the curriculum at home and within the community. Parents will also be provided with information describing the dynamics of bullying and cyber-bullying and information about Internet safety. Each year, Ivy Street will also provide students, parents and/or guardians with written notice of our bullying policy and post it on our school Website. A student-appropriate version will be published in the student handbook. Every four years Ivy Street School will administer a survey to assess school climate and the prevalence, nature and severity of bullying in schools. The results of the survey will be used to assess the effectiveness of the bullying curricula and instruction.

Stress Reduction

Students are given education surrounding stress reduction in both individual therapy and group therapy as based on student IEP goals.

Individual Therapy

Each student and her/his family is assigned to work with an individual clinician who, in conjunction with the Team, works to determine the student's goals, the appropriate strategies

and skills needed to achieve those goals, and the personal challenges that might complicate the reaching of those goals. Each student meets weekly with her/his clinician for individual therapy which is defined as a process for learning to behave in one's best self-interest; understanding better who one is; knowing one's needs in life; and making smart decisions to meet those needs. Therapy sessions are tailored to each individual student's learning style and capacity for insight as well as her/his ability to identify ongoing emotions and goals. There may be times when the Team determines that a student might also benefit from Duo or Pair Therapy where a clinician or another staff person works with 2 students together to promote greater social awareness and social skills training.

Group Therapy

In addition to individual work, all students will have the opportunity to participate in weekly group therapy during the school day. On Thursdays, students participate in social skills groups that are tailored to increase social skill development in each classroom through the use of Michelle Garcia Winner's Social Thinking curriculum and activity-based learning. These classes typically run for a 12-week cycle. In addition, all Ivy Street students, including day students, have the opportunity to participate in daily after school groups that are lead by clinical staff that may include: yoga, self-esteem group, nutrition and fitness group, DBT group and relationship health and wellness group.

Sexual Education

Sexual education will be provided by planned parenthood at the end of February 2018. Ivy Street School will be adapting their high-school and middle school sexual education curriculum to meet the needs of our students. Students will receive one forty-five-minute session per week for a total of six weeks.

Staff Wellness

ISS highly values the health and well-being of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle. The school will establish and maintain a staff wellness committee composed of at least one staff member, employee health staff, Dietitian or other health professional, recreation program representative, and employee benefits specialist. (The staff wellness committee will be a subcommittee of the school health council.) The committee will develop, promote, and oversee a multifaceted plan to promote staff health and wellness. The plan will be based on input solicited from school staff and should outline ways to encourage healthy eating, physical activity, and other elements of a healthy lifestyle among school staff. The staff wellness committee should distribute its plan to the school health council annually.

