

# Performance & Quality Improvement Newsletter

LaSalle School  
Albany, NY

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## Upcoming Topics:

- ◆ Incident and Risk Management
- ◆ The Alliance Residential Transformation Cohort
- ◆ Service and Program Outcomes

## Strategic Plan

Strategic plans are used by organizations to capture mid-range (3-5 years) priorities; describe plans to strengthen operations and intended outcomes; and align agency direction in response to changing environments. Our current SP was developed last year with broad staff and Board participation. We have come to think of our strategic plan as a rolling SP to be assessed annually to facilitate movement toward our mission, vision and related goals. While our mission is well known to all of us, our vision is less known: *We see a future where LaSalle further excels as a service provider of the highest quality within an efficient, effective and integrated system of care that assists families and their children so they realize lasting stability.* Copies of our SP are available and provide a succinct description of our goals, related activities and metrics.

Our mission and vision is supported by five broad goal areas, each with its own set of goals, objectives and measures. The five broad areas include, 1, Programs & Services 2, Workforce 3, Administration & Support, 4, Leadership (including Board) and 5, LaSallian roots. This article addresses our LaSallian strategic area, which includes these goals:

1. Embrace and capitalize on our Lasallian identity and nurture connections which infuse the mission's impact on all aspects of our operations
2. Sustain our relationship with the District of Eastern North America.
3. Plan for the steady development of Lasallian Formation and Mission Preservation anchored by the development of the Hanner Center for Excellence and Lasallian Mission
4. Continue to promote and support youth in their pursuit of religious interests, spiritual development, and service to others
5. Everyone associated with our programs recognize that they are welcomed and supported by the Lasallian identity.
6. The Lasallian environment will positively enhance staff productivity and job satisfaction.

It is timely to review this component of the SP as our *Lasallian Mission Assessment Process is currently underway (pg 3).* The LMAP is guided by the vision and traditions of St. John Baptist de La Salle and our commonality with the Lasallian Association of Youth and Family Services ("LAYFS") agencies. While our commitment to Lasallian heritage is longstanding, LAYFS agencies have recently engaged in the LMAP process once every five years. The two primary objectives of LMAP are to, 1. Affirm and build upon strengths within the agency and 2. Identify and encourage areas for continued growth to live out the Lasallian charism.

GOAL	ASSESSMENT OF PROGRESS:	LOOKING AHEAD
1	FOUNDERS WEEK HAS GROWN INCREASE COLLABORATION WITH LAYFS	FORMALIZE WORK TEAM TO DEVELOP A MORE COMPLETE SET OF LASALLIAN MISSION RELATED MATERIALS AND ACTIVITIES CONTINUED COLLABORATION WITH LAYFS
2	LASALLIAN VOLUNTEERS COVENANT AGREEMENT WITH DENA	REFLECT AND SUPPORT THE OBJECTIVES OF DENA & SEVERAL STAFF WORK CLOSELY WITH DENA AND LAYFS
3	APPOINTED A LASALLIAN ANIMATOR STAFF HAVE PARTICIPATED IN FORMATION ACTIVITIES SUCH AS JJI, YOUNG LASALLIANS AND OTHER LAY LEADERSHIP EVENTS HANNER CENTER FOR EXCELLENCE AND LASALLIAN MISSION IS UNDERWAY	LEADERSHIP WILL STRENGTHEN THE ON-GOING LASALLIAN EDUCATION, FORMATION AND SUPPORT PROGRAM FOR EMPLOYEES AND VOLUNTEERS AT LA SALLE SCHOOL
4	CAMPUS MINISTRY PROVIDES A WIDE VARIETY OF RELIGIOUS AND COMMUNITY SERVICE OPPORTUNITIES; SUPPORTS YOUTH IN THEIR PURSUIT OF RELIGIOUS INTERESTS AND DEVELOPMENT. Several students of various faiths participate in their religious development; Many students are recognized for their SERVICE AND VOLUNTEERISM	STUDENTS WHO ARE INTERESTED AND ELIGIBLE, WILL PARTICIPATE IN CONFIRMATION, PREPARATION FOR BAR MITZVAH ETC.; IDENTIFY APPROPRIATE OPPORTUNITIES FOR MUSLIM YOUTH
5	WE HAVE NUMEROUS IN-SERVICES AND LASALLIAN CELEBRATIONS. STAFF ARE ACTIVELY ENCOURAGED TO PARTICIPATION IN FORMATION ACTIVITIES	WE WILL MORE COMPLETELY IMBED LASALLIAN MISSION INTO DAILY OPERATIONS AND OUR IDENTITY; SUPPORT A COMMUNITY OF LASALLIAN FAITH AND CULTURE
6	STAFF SATISFACTION SURVEYS, ENHANCED TRAINING OPPORTUNITIES, VICARIOUS TRAUMA COMMITTEE	REGULAR COMMITTEE MEETINGS, ADOPTION OF COMMITTEE RECOMMENDATIONS

*Performance and Quality Improvement (PQI) activities assist with achieving program and service area outcomes, and contribute to efforts to improve organizational climate and culture and staff and client satisfaction. PQI encourages the use of data and staff and stakeholder involvement to identify, establish and implement improvement practices that contribute to desired outcomes. This occasional newsletter will be one avenue to encourage staff involvement in PQI.*

## LaSalle's Alphabet Soup

### A guide to the acronyms used on campus

**B2H**-Bridges to Health: A Medicaid waiver program in NYS allowing youth in the Foster Care and Mental Health Systems to access community based care.

**DRAI**-Detention Risk Assessment Instrument: A standardized tool used by police, probation, and the Family Court to assess the need for a youth to be placed in detention prior to court proceedings. Depending on the youth's score, he/she may be placed in detention or an alternative to detention such as the JRFC, or sent home

**CWSL**- The Catholic Women's Service League: Volunteers who are in service to LaSalle and its youth. They conduct the Boutique, Open House, Halloween, Bingo nights and more

**IEP**: Individualized Education Plan: A SED required document that sets forth the specific educational plan for every child identified as educationally disabled.

**LMAP**-Lasallian Mission Assessment Process- An assessment of the Lasallian strengths within the agencies and identify and encourage areas for continued growth.

**NCLB**-No child Left Behind: The federal act requiring national minimum education standards and testing to determine the achievement of children and the performance of schools

**PSB**-Problematic Sexual Behavior- any sexual behavior that does not fall into the category of age appropriate, normative and consensual that causes harm to self or another, impedes functioning or that may be illegal. This replaces the term JSVOP

**VAR**- Voluntary Agency Review: The process used by OCFS to conduct field reviews of programs like LaSalle and to assess compliance with regulation and needs for correction action as well as identification of strengths. Our next VAR will occur in February/March 2016.



## PBIS Updates

PBIS held its first Harvest Festival October 23rd. Students participated in a number of activities, such as painting pumpkins, a bounce house and popcorn machine donated by Christ Church of Albany, and caramel apple making, to name a few. We also had special guests, including members of the Albany Fire Department and members of Life Church.

The PBIS Committee has continued to develop lesson plans based on behavioral expectations outlined in the PBIS Matrix. One change made this school year was to have the same expectations for two week periods instead of changing it every week to give students more opportunities to engage in the targeted behavior and give staff more chances to reinforce positive behaviors.



## Lasallian Mission Assessment Process

Each year, the District of Eastern North America of the Christian Brothers Schools completes a mission assessment for each of its ministries. LaSalle is scheduled to participate in the LMAP in operating year 2015-2016, and we have already completed the LMAP Orientation on November 2. The LMAP is not unlike COA or other reviews we've had, in which we spend time doing a self study and then we are visited by a team of reviewers. In this case the team will be formed from our colleagues at other LAYFS programs.

Currently, we are still assessing our strength and areas of growth as defined by the Five Goals of Lasallian Education, which are:

- We instill Gospel values
- We are animated by and foster a spirit of faith and zeal
- We develop and maintain diverse programs meeting recognized standards of excellence
- We create and sustain respectful human relationships in community
- We exercise a preferential option for the poor



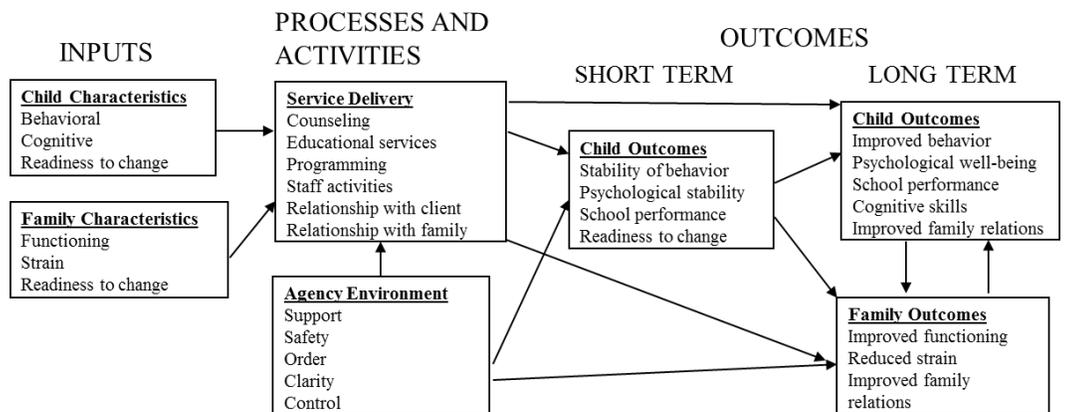
As part of the process will identify 2 goals for growth in each goal area as well as 2 overarching goals for the agency with respect to the Lasallian Mission to work on over the next 3 years.

## SOAR Corner-SOAR Overview

SOAR is an action research-practice partnership between LaSalle School (LSS), St. Anne Institute (SAI), and the University at Albany. SOAR was initiated in January 2001 by LaSalle and St. Anne, which requested assistance in understanding what interventions worked best with which clients. The practitioner- researcher planning and implementation team consists of numerous staff from each agency, from top-level administrators and mid-level supervisors to direct-care staff, and an interdisciplinary group of UAlbany faculty and students from a number of departments.

The goal of SOAR is to improve the quality and conditions of life for LSS and SAI clients and their families by making services more effective in achieving outcomes that agency staff and clients have agreed are desirable. The SOAR approach is to systematically measure client characteristics, staff interventions, and client outcomes. This provides information to aid in case planning for individual clients, enables the agency to analyze the actual relationships between services and outcomes, and to make program adjustments so that program expectations are met or exceeded. In order to do this, the agencies need reliable measures of what has occurred during the youth's stay. To this end, the project developed the Data Informed Practice Process (DIPP) to improve the gathering of information about each youth. Part of this process involves a survey completed by staff at regular time periods.

### Understanding of Treatment Process with SOAR



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## 1st Quarter Educational Outcomes

Quality education and academic achievement have been hallmarks of LaSalle School since our inception. Many of our students' home school districts require us to participate in IEP Direct. IEP Direct is an online NYS specific customized software program that assists schools and school districts manage the many special education requirements and support best practices. Congratulations on your work and support of our students' academic achievement.

67% of students had an overall average of 75% or better

98% of students had teacher ratings of satisfactory on conduct

98% of students had teacher ratings of satisfactory on effort

88% of students had teacher ratings of satisfactory on attendance

## Overview of Individual Education Plans (IEPS) and IEP Goals

The New York State Education Department (SED), Part 200 of the NYS Regulations of the Commissioner of Education, and the Individual With Disabilities Educational Improvement Act (IDEIA) require that all students with disabilities, after having had a CSE (Committee on Special Education) meeting, have developed for them by this body an Individualized Education Plan/Program or an updated program annually. Recent guidance provided by SED expects that these Plans will result in educational benefit. To that end, these plans are expected to lead to educational decisions that are data driven.



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Initially, Present Levels of Educational Performance (PLEPS) are identified in the areas of Academic Achievement, Functional Performance, Learning Characteristics, Social Development, Physical Development, and Management Needs with accompanying data to support student strengths and areas of need. The PLEPS become the basis for generating specific goals (typically 5-7) in the areas of behavior and academic deficiencies. The purpose of these goals is to enable the student with a disability to have access to the regular educational curriculum and program leading to successful achievement of the NYS Common Core Learning Standards. Each goal contains a statement of behavior, specific criteria that the student has to meet, the method to measure progress in achieving the goal and the schedule of when progress will be measured.

Together with individual program accommodations and testing modifications, the IEP becomes the blueprint of how the student with a disability can achieve success and receive educational benefit from his education. All teachers are required to submit data quarterly as to the progress of each of their students on goals appropriate to their classroom and these are incorporated into updating the IEP annually. The IEP process is monitored by SED as part of its Quality Assurance process.