

Performance & Quality Improvement Newsletter

LaSalle School
Albany, NY

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Upcoming Topics:

- ◆ Strategic Plan Update
- ◆ COA Accreditation
- ◆ Survey Data
- ◆ Case Record Review
- ◆ Performance Outcomes

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.

Strategic Planning Progress

September 2018

Leadership and Trustees are continually engaged in discussions and planning activities in support of our mission. A formal process of long-term planning, aka, strategic planning, occurs every four years, and over the next few months, this process will begin once again. Strategic planning supports our mission, values, vision, goals, mandates and the work we do in important ways. The process involves broad engagement of leadership, staff and stakeholders; an assessment of our strengths, weaknesses, and opportunities; and helps formulate long and medium range goals and objectives and appropriate strategies for achieving them. The process will begin during the fall and will entail review of our current strategic plan, set direction for our strategic initiatives, and will review:

- our mission, vision, values, initiatives, goals and mandates
- an assessment of strengths, weaknesses, opportunities, threats
- existing need to create, expand, redirect, or eliminate services or programs to meet client and community needs and opportunities
- identification of long term strategic goals with smaller, measureable goals and objectives that support our mission, vision, values, goals and mandates

LaSalle works closely with community resources such as City, County, State, School District, committees, work groups, colleges/universities and other organizations related to assessing community need and to pursue programming that meets the needs of the community. A broad overview of our current Strategic Plan is captured below.

Our **MISSION** speaks to our LaSallian heritage to provides therapeutic, educational and supportive services to accomplish positive, personal growth and lasting change for youth and families.

Our **VALUES** of advocacy, excellence, nurturance, safety & security, service to others and more informs all we do

We have a **VISION** that sees LaSalle School as a service provider of the highest quality within an efficient, effective and integrated system of care that assists families and their children

Over the course of the past three - four years, we have aspired to achieve the above and the following **Strategic Goals** in support of our mission, often with considerable success:

Cultivate **Programs & Services** that collaborate and partner with public and private agencies that are evidenced informed and evidence based that contribute to societal well-being.

Develop a **workforce** (staff) that is highly effective and well trained which acknowledges being part of a community where performance standards are high and individuals are valued.

Effectively use **Administration & Support Services** and operations such as IT, HR, Finance, QA, Records, Switchboard, Facilities, Kitchen to support of our mission, values and goals.

Leadership and Trustees who promote effective strategies in a rapidly changing external environment on behalf of the children, families and communities we serve.

Maintain a community of staff that embraces our **Lasallian** heritage and identity, embedded in our environment and operations.

LaSalle's Alphabet Soup

A guide to the acronyms used on campus

Article 10: A classification of neglect under family court meant to protect youth from injury and maltreatment which allows youth to be placed at LSS as a result of the actions of the parent.

JD: Juvenile Delinquent: A court adjudication for a minor who has committed crimes.

JO: Juvenile Offender: A court adjudication for a minor who has committed very serious crimes that typically require incarceration (LaSalle does not serve JO's).

PINS: Person In Need of Supervision: The Family Court adjudication for a minor in need of additional supervision than can be provided by a parent or guardian. Generally based on a child's truancy/school issues or un-governability.

RTA: Raise the Age: Legislation in NYS that changes the age of criminality

from 16 to 17 in October of 2018 and 18 in 2019, which means low level offenses will be heard in family court and non-violent offenses will transfer from the Youth part of the adult court to family court. The state, counties, family courts, and agencies are still trying to determine what this will mean for programming.

VOL: Voluntary Placement: a path for placement through family court for youth where the youth is not adjudicated for a behavior, but is instead sent to LSS through a voluntary agreement with the parent that results in a court order.



This quarter's focus is on types of referrals LaSalle School receives

PBIS Updates

There are two very important updates to report for PBIS. Starting 9/10/2018, a new, positive daily behavior tracking sheet was implemented. This allows students to know what they are doing well period by period, day to day. Their scores on these sheets are used to determine what students have to spend at the Student Store, which is the second important update.

THE STUDENT STORE IS REOPENING!

After a long hiatus, a new, streamlined version of the student store will be opened starting 9/17/2018. Students will be able to redeem points earned through behaviors in school for items selected from a catalog.

If you are interested in joining the PBIS Committee, contact Mark S. or Marilyn S.



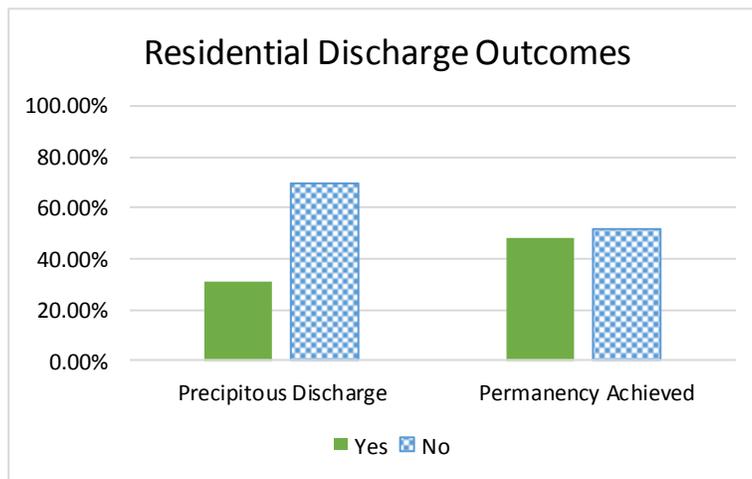
Residential Discharge Outcomes

From July 1, 2017 to June 30, 2018, 75 students discharged from LaSalle’s Residential program. Two key outcomes that are tracked for all residential students are whether or not the discharge was precipitous and whether or not the youth achieved permanency.

level of care. With the complex needs of the youth we serve, these were very successful discharges. It is important to note that not all students may be ready to return to their home community, but have made significant progress in treatment, which may be why they transitioned to a lower level of care.

Precipitous discharges include discharges as a result of AWOL, jail, detention, replacement with another RTC etc. A little more than thirty percent (30.7%) of our students left LaSalle precipitously. This is less than the previous year, which was slightly higher than forty percent. This is an important improvement to recognize.

Permanency achievement is defined by whether the youth achieved his permanency goal. Less than half of our youth (48.0%) achieved permanency. While this number may seem low, it is a figure that compares favorably to other RTCs in NYS, and is a reflection of the difficult characteristics and conditions of RTC families. Another 17% of our youth were discharged to a lower

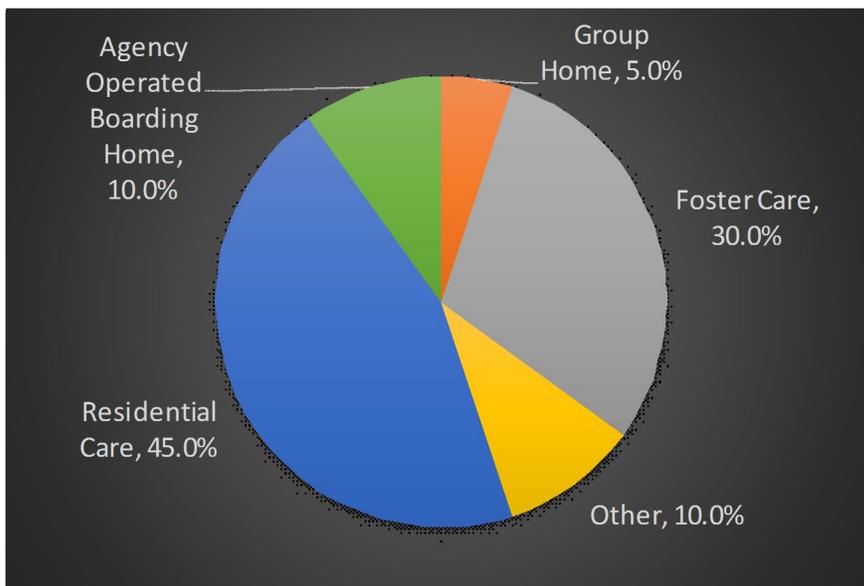


SOAR Corner - Multistate Foster Care Data Archive - Replacement after Discharge from LaSalle School

The Multistate Foster Care Data Archive is an information and decision support system maintained by the Center for State Foster Care and Adoption Data. The Center is a partnership of participating state child welfare agencies, American Public Human Services Association, the Chapin Hall Center for Children at the University of Chicago, the Center for Social Services Research, University of California at Berkeley, and the Jordan Institute for Families at the University of North Carolina at Chapel Hill. Core support for the Center comes from the Annie E. Casey Foundation. The data in these archives are often slightly different from our own database, as the MFCDA does not track youth who were not in foster care.

Examining the data for youth discharged from July 1, 2017 to June 30, 2018, of the 60 youth listed in the archive, 33% (20 youth) continued in or returned to the foster care system after they left LaSalle. The majority of these (70%) transferred from LaSalle to a different form of foster care, but others returned to foster care after discharge to relatives (5%) and AWOL and discharge (10%) June 30, 2018 (when the data were last updated).

Some of these transfers were to lower levels of care (14%), but the majority were lateral transfers to other agencies similar to LaSalle School.



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Case Record Review

The Counseling Center at LaSalle engaged in an internal review at the end of September. The team reviewed 26 case records and determined that there were a number of items that were missing or incomplete, including admission paperwork and assessments. There were also issues related to documents having the necessary signatures and with late treatment plans.

The clinic will work to develop a plan to address these issues and the files will be reviewed again next quarter.

In addition to the review, this was also the first use of the joint OMH/OASAS record review document. This will still need more revision, but provided a good start to assessing the dual licensed clinic.



Incident Management Systems

LaSalle School has comprehensive behavior management and incident management systems. The systems are informed by the Therapeutic Crisis Intervention Model (TCI) through Cornell, regulations of our various state oversight agencies, and through best standard practices of national accreditation and through the various membership organizations that assist us. These systems support our QA efforts by identifying root causes of incidents, patterns and trends of our youth, characteristics of our programs and services and through development of preventive practices to address the types of behaviors we sometimes see from our youth.

Most of our various teams and committees that examine incident related data meet at least weekly or quarterly. For example, the Incident Review Committee met three times during the quarter to review incident data, high risk incidents, and identify trends in the data, to discuss action steps, and suggest service area or program improvements. Committee work also involved review of the ICMPs (Individualized Crisis Management Plans) and TBIPs (Therapeutic Behavior Intervention Plans) processes and strategies for how these tools can best support effective programming and improve safety. The committee noted that there has been a small increase in contact with APD related to student behavior. Preventive measures related to behaviors that require APD or other emergency response and will continue to be a focus of various committees, teams and collaborations.

Several mandated reporter trainings were held throughout the agency. Committee work, team meetings, departmental meetings, Daily Briefing and several other venues for communication were used to introduce improvements to our Enhanced Supervision Levels and daily communications systems. Campus safety & security was reviewed by various committees with a focus on assuring staff are aware of the many procedures in place to effectively address safety issues that may arise from time to time with our youth in the work environment.

The revised agency wide Emergency Response Plan was reviewed in committees and with many staff throughout the agency. Plans for further agency wide training was identified and will be delivered during the quarter. The Emergency Response Plan uses the acronym, SHELL, which aligns with State (SED) practices for critical operational functions for emergency response and for communications with public officials and emergency responders. SHELL refers to the five operational responses to emergencies that required specific organizational wide responses: **S**helter-in-Place, **H**old-in-Place, **E**vacuation, **L**ockout and **L**ockdown are the agency wide responses, and improvements are underway to improve our notification and communication systems. While we will continue to run drills such as Evacuation (typically used for fire drills) and Lockdown. The Emergency Response Team and related committees and teams will review other responses where other responses may be more appropriate, such as Hold-in-Place, or a combined response.