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DEPARTMENT OF CHILDREN AND FAMILY SERVICES

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December 28, 2015

To: Supervisor Hilda L. Solis, Chair
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From: Philip L. Browning PLB by Diane Ingersoll
Director

WEST COVINA GROUP HOME QUALITY ASSURANCE REVIEW

The Department of Children and Family Services (DCFS) Out-of-Home Care Management Division (OHCMD) conducted a Quality Assurance Review (QAR) of West Covina Group Home (the Group Home) in May 2015. The Group Home has one site located in San Bernardino County and provides services to County of Los Angeles DCFS placed children and youth. According to the Group Home's program statement, its stated mission is, "to help youths develop the skills and self-esteem which will enable them to become self-sufficient and productive persons in society."

The QAR looked at the status of the placed children's safety, permanency and well-being during the most recent 30 days and the Group Home's practices and services over the most recent 90 days. The Group Home scored at or above the minimum acceptable score in 7 of 9 focus areas: Permanency, Placement Stability, Visitation, Engagement, Service Needs, Assessment & Linkages, and Tracking & Adjustment. OHCMD noted opportunities for improved performance in the focus areas of Safety and Teamwork.

The Group Home provided the attached approved Quality Improvement Plan (QIP) addressing the recommendations noted in this report. In July 2015, OHCMD Quality Assurance Reviewer met with the Group Home to discuss results of the QAR and to provide the Group Home with technical support to address methods for improvement in the area of Safety and Teamwork.

If you have any questions, your staff may contact me or Aldo Marin, Board Relations Manager, at (213) 351-5530.

PLB:EM:KR:rds

Attachments

c: Sachi A. Hamai, Chief Executive Officer
John Naimo, Auditor-Controller
Public Information Office
Audit Committee
Hardip Gil, Chief Executive Officer, West Covina Group Home
Lajuannah Hills, Regional Manager, Community Care Licensing Division
Lenora Scott, Regional Manager, Community Care Licensing Division

WEST COVINA GROUP HOME
QUALITY ASSURANCE REVIEW (QAR)
FISCAL YEAR 2014-2015

SCOPE OF REVIEW

The Out-of-Home Care Management Division (OHCMD) conducted a Quality Assurance Review (QAR) of West Covina Group Home (the Group Home) in May 2015. The purpose of the QAR is to assess the Group Home's service delivery and to ensure that the Group Home is providing children with quality care and services in a safe environment, which includes physical care, social and emotional support, education and workforce readiness, and other services to protect and enhance their growth and development.

The QAR is an in-depth case review and interview process designed to assess how children and their families are benefiting from services received and how well the services are working. The QAR utilizes a six-point rating scale as a *yardstick* for measuring the situation observed in specific focus areas. The QAR assessed the following focus areas:

Status Indicators:

- Safety
- Permanency
- Placement Stability
- Visitation

Practice Indicators:

- Engagement
- Service Needs
- Assessment & Linkages
- Teamwork
- Tracking & Adjustment

For Status Indicators, the reviewer focuses on the child's functioning during the most recent 30 day period and for Practice Indicators, the reviewer focuses on the Group Home's service delivery during the most recent 90 day period.

For the purpose of this QAR, interviews were conducted with three focus children, three Department of Children and Family Services (DCFS) Children's Social Workers (CSWs), one Group Home administrator, one Group Home social worker, and two Group Home childcare workers.

At the time of the QAR, the placed children's average number of placements was eight, their overall average length of placement was 14 months and their average age was 14. The focus children were randomly selected. The focus children were also included as part of the sample for the 2014-2015 Contract Compliance Review.

QAR SCORING

The Group Home received a score for each focus area based on information gathered from on-site visits, agency file reviews, DCFS court reports and updated case plans, and interviews with the Group Home staff, DCFS CSWs, service providers, and the children. The minimum acceptable score is 6 in the area of Safety and 5 in all remaining areas.

Focus Area	Minimum Acceptable Score	GH QAR Score	GH QAR Rating
Safety - The degree to which the Group Home ensures that the child is free of abuse, neglect, and exploitation by others in his/her placement and other settings.	6	5	**Good Safety Status** - The focus children are generally and substantially avoiding behaviors that cause harm to self, others, or the community and are generally free from abuse, neglect, exploitation, and/or intimidation in placement.
Permanency - The degree to which the child is living with caregivers, who are likely to remain in this role until the child reaches adulthood, or the child is in the process of returning home or transitioning to a permanent home and the child, the Group Home staff, caregivers and CSW, support the plan.	5	5	**Good Status** - Focus children have substantial permanence. The focus children live in a family setting that the children, Group Home staff, caregivers, caseworker, and team members have confidence will endure lifelong.
Placement Stability - The degree to which the Group Home ensures that the child's daily living, learning, and work arrangements are stable and free from risk of disruptions and known risks are being managed to achieve stability and reduce the probability of future disruption.	5	5	**Good Stability** - The focus children have substantial stability in placement and school settings with only planned changes and no more than one disruption in either setting over the past 12 months with none in the past six months. The children have established positive relationships with primary caregivers, key adult supporters, and peers.
Visitation - The degree to which the Group Home staff support important connections being maintained through appropriate visitation.	5	5	**Substantially Acceptable Maintenance of Family Connections** - Generally effective family connections are being sought for all significant family members/Non-Related Extended Family Member (NREFM) through appropriate visits and other connecting strategies. Most appropriate family/NREFM have regular visits.

Focus Area	Minimum Acceptable Score	GH QAR Score	GH QAR Rating
Engagement - The degree to which the Group Home staff working with the child, biological family, extended family and other team members for the purpose of building a genuine, trusting and collaborative working relationship with the ability to focus on the child's strengths and needs.	5	5	**Good Engagement Efforts** - To a strong degree, a rapport has been developed, such that the Group Home staff, DCFS CSW, and the focus children feel heard and respected. Reports indicate that good, consistent, efforts are being used by the Group Home staff as necessary to find and engage the focus children, caregivers and other key people. Useful accommodations are used to provide scheduling times and locations based on convenience of appropriate parties. Engagement efforts are made frequently and on an ongoing basis.
Service Needs - The degree to which the Group Home staff involved with the child, work toward ensuring the child's needs are met and identified services are being implemented and supported and are specifically tailored to meet the child's unique needs.	5	5	**Good Supports & Services** - A good and substantial array of supports and services substantially matches intervention strategies identified in the case plan. The services are generally helping the focus children make progress toward planned outcomes. A usually dependable combination of informal and formal supports and services is available, appropriate, used, and seen as generally satisfactory. The array provides an appropriate range of options in the selection of providers.
Assessment & Linkages - The degree to which The Group Home staff involved with the child and family understand the child's strengths, needs, preferences, and underlying issues and services are regularly assessed to ensure progress is being made toward case plan goals.	5	5	**Good Assessment and Understanding** - The focus children are functioning and support systems are generally understood. Information necessary to understand the focus children's strengths, needs, and preferences is frequently updated. Present strengths, risks, and underlying needs requiring intervention or supports are substantially recognized and well understood. Necessary conditions for improved functioning and increased overall well-being are generally understood and used to select promising change strategies.

Focus Area	Minimum Acceptable Score	GH QAR Score	GH QAR Rating
Teamwork - The degree to which the "right people" for the child and family, have formed a working team that meets, talks, and makes plans together.	5	4	**Minimally Adequate to Fair Teamwork** - The team contains some of the important supporters and decision makers in the focus children's lives, including informal supports. The team has formed a minimally adequate to fair working system that meets, talks, and/or plans together; at least one face-to-face team meeting has been held to develop plans.
Tracking & Adjustment - The degree, to which the Group Home staff who is involved with the child and family is carefully tracking the progress that the child is making, changing family circumstances, attainment of goals and planned outcomes.	5	5	**Good Tracking and Adjustment Process** - Intervention strategies, supports, and services being provided to the focus children are generally responsive to changing conditions. Frequent monitoring, tracking, and communication of the focus children's status and service results to the team are occurring. Generally successful adaptations are based on a basic knowledge of what things are working and not working for the focus children.

STATUS INDICATORS
(Measured over last 30 days)

What's Working Now (Score/Narrative of Strengths for Focus Area)

Permanency (5 Good Status)

Permanency Overview: The Group Home is providing the services that correspond with each focus child's permanency plan. The permanency plan for two of the children is Planned Permanent Living Arrangements (PPLA). The permanency plan for the third focus child is family reunification, and the concurrent plan is PPLA. The Group Home demonstrates efforts to support the focus children in achieving the permanency plan requested by DCFS. The Group Home provides permanency services and support, such as emancipation services, youth development services and prepares placed children for transitional housing by providing cooking classes, grocery shopping and money management skills training. The Group Home has regular meetings with the DCFS CSWs to discuss the permanency plans for the focus children.

The first focus child's plan is PPLA. The Group Home and his DCFS CSW encourage him to visit with his biological mother who is in a convalescent home. He also has frequent telephone calls with his father, who resides out of state. The Group Home supports the relationships with his family.

The second focus child's plan is also PPLA, as he does not wish to reunify with his mother or maternal grandmother. He maintains regular contact with his maternal grandmother and a maternal aunt. The Group Home is preparing him for living independently. The Group Home is teaching him necessary skills such as cooking and grocery shopping. His DCFS CSW has initiated the referral process to the Independent Living Planning (ILP) program.

The third focus child's permanency plan is family reunification with his mother. He maintains close contact with his mother. The Group Home is supportive of the plan and the relationship he shares with his mother. The Group Home ensure he visits with his mother by providing transportation and encourages the focus child to maintain regular telephone contact with his mother.

Placement Stability (5 Good Stability)

Placement Stability Overview: The Group Home is providing substantial placement stability for each of the focus children. The Group Home ensures the focus children are provided with the treatment needed for them to become stable in all areas. The Group Home has weekly staff trainings and group meetings, and ensures that staff is equipped to properly address the needs of the focus children. The Group Home takes responsibility for the children obtaining the treatment needed for them to become stable in all areas, and that the staff has the necessary training to appropriately supervise and care for placed children.

The focus children reported they have no problems with the Group Home staff or management, and they enjoy living at the Group Home. They expressed their desire to remain placed at the Group Home until they achieve their permanency plan. The first focus child has been placed at the Group Home for approximately one year. There have been no placement disruptions since his placement. He has made progress while at the Group Home. He is respectful to the Group Home staff and gets along with his peers. According to his DCFS CSW, the Group Home has been good for this focus child, and she has had no safety issues or seen signs of neglect by the Group Home when she visits the Group Home to see the focus child.

The second focus child has been placed at the Group Home for approximately two years. He is stable in placement, and he has made considerable progress while living at the Group Home. The focus child gets along with the other children in the Group Home and he said they are like brothers. He likes the Group Home staff and feels comfortable talking with any of the staff regarding any concerns he may have. The focus child stated that the Group Home is meeting his needs and that he would not change anything about the Group Home. The focus child's DCFS CSW shared that recently, the second focus child has become very defiant, which has slowed his progress toward achieving his permanency goals.

The third focus child has also made progress in placement and is doing well. He gets along with the other children in home, and identified the first focus child as someone he counts on. The focus child stated that he gets along with the Group Home staff and feels that he can speak to them about any concerns he has about the Group Home. The focus child's DCFS CSW stated that she has no

concerns regarding the focus child's progress, and she is in regular contact with the Group Home Administrator regarding how the child is doing.

Visitation (5 Substantially Acceptable Maintenance of Visitation & Connections)

Visitation Overview: The Group Home provides substantially acceptable maintenance of visits and connections for the focus children. The Group Home makes efforts to ensure the focus children maintain contact with family members and that they are visited by family members or appropriate adults with whom they have a connection. The Group Home encourages regular telephone calls, provides transportation to the visits and does everything possible to ensure the visits are convenient. The Group Home maintains logs to track the visits and will make every effort to re-schedule visits in a timely manner, if necessary. The Group Home administrator, social worker, and child care staff follow the visitation recommendations made by the DCFS CSWs. There are no plans to discontinue visits for the focus children as the visits are going well.

The first focus child has bi-monthly unmonitored visits with his disabled mother. Visits take place at her convalescent home. The Group Home provides transportation for all visits with his mother. His mother is unable to communicate with him, but he enjoys just being around her. The focus child's father resides out of state. Although monitored visits with father have been approved, the father has not exercised visitation with the child. Further, the focus child shared that he does not care to visit his father, as his stepmother does not appear to like him. However, he maintains telephone contact with his father.

The second focus child visits with his maternal grandmother and maternal aunt at his maternal grandmother's home twice a month. The Group Home staff encourages visits with his maternal grandmother and aunt. According to the focus child, the visits are going well. Prior to his mother being deported, he used to see her often when he visited his maternal grandmother's home. The focus child was also appointed a Court Appointed Special Advocate (CASA) with whom he has regular visits with.

The third focus child has weekly two-hour visits on Sundays with his mother and brother at a park near his mother's home. The Group Home provides transportation for the focus child to the visits with his family. The focus child stated that he feels good about the visits and would like to have the visits extended to overnight weekend visits. He also calls his mother regularly and is looking forward to the day he will be reunified with his mother.

<u>What's Not Working Now and Why (Score/Narrative of Opportunities for Improvement)</u>

Safety (5 Good Safety Status)

Safety Overview: The Group Home makes efforts to comply with the procedures, protocols, and makes reports to the Child Protection Hotline, when necessary. The Group Home ensures supervision for the placed children at all times and takes responsibility for the safety of the placed children. Based on the interviews conducted with the focus children, DCFS CSWs, and the Group Home staff, the children experienced a highly safe living situation at the Group Home with staff that is reliable and competent. DCFS CSWs meet with the focus children monthly to check on them to ensure their safety.

All three focus children reported that they were safe and well cared for by the Group Home staff. The Group Home has ensured protective strategies for the focus children and their safety status. The Group Home conducts weekly training on different topics to assist the Group Home staff in recognizing problems that may pose a safety risk to placed children. The Group Home's social worker has regular contact with the key persons in the focus children's lives. The Group Home provides for the children's basic needs, shelter, food, and clothing. The Group Home social worker meets with the focus children weekly.

Although the children and the DCFS CSWs reported no safety concern, within the last 30 days the Group Home had submitted a total of four Special Incident Reports (SIRs) via I-Track database. Two SIRs involved two focus children. In one incident, a placed child threatened a focus child with a box cutter. The placed child had smuggled the box cutter into the Group Home. It was believed that the placed child obtained the weapon from someone at school, as he had not been on home visits around the time of the incident. The Group Home administrator explained the Group Home conducts random searches of placed children, their bedrooms and other areas of the Group Home when there is a suspicion that a placed children may be attempting to bring contraband into the Group Home. A second SIR involved another focus child who was not respecting the Group Home's rules regarding boundaries, as he was caught in another child's bedroom without staff approval. The two remaining SIRs involved a child who had run away from the Group Home twice and later returned. The Group Home did address these incidents with each of the children involved, discussing alternatives for better handling the problems they were experiencing at the time. Additionally, the Group Home reported the two runaway incidents to law enforcement timely; however, the running away of placed children is a concern. Further, the Group Home did not submit SIRs regarding three of the incidents timely to all required parties. Out-of-Home Care Investigations Section reported no referrals or complaint investigations during the past 30 days.

PRACTICE INDICATORS

(Measured over last 90 days)

What's Working Now (Score/Narrative of Strengths for Focus Area)

Engagement (5 Good Engagement Efforts)

Engagement Overview: The Group Home makes good consistent efforts to engage the focus children and key people in decisions that are being made for them. The Group Home reported that the focus children have regular contact with their DCFS CSWs, family members, and other team members involved in their lives. The Group Home administrator and childcare workers also maintain communication with the DCFS CSWs, providing information in regards to the focus children whether it is face-to-face, by telephone or via e-mail. All three DCFS CSWs for the focus children reported that the Group Home was very good at keeping them informed and engaged regarding the children's progress, the services the children receive, and activities in which the focus children were involved. According to the Group Home administrator, the focus children can contact their DCFS CSWs whenever they want to do so. The Group Home has built a good rapport with DCFS CSWs. All three children reported feeling supported by the group home staff, and have a good relationship with them.

The first focus child's parents are unable to fully participate or take an active role in the focus child's life. The Group Home is supportive of the focus child visiting with his mother and maintaining

telephone contact with his father. He has a good relationship with the Group Home staff, his DCFS CSW, and an adult family friend who lives out of state. The focus child's DCFS CSW shared that at one point, the family friend had been considered as a placement via the Inter-state Compact process, but the request was not approved.

The second focus child maintains a relationship with his maternal grandmother and maternal aunt. The focus child was appointed a CASA who holds the focus child's educational rights. The CASA engages with the child, as well as with the Group Home to address any concerns. The focus child has developed good rapport with his Group Home social worker and consistently attends his therapy sessions with her.

The third focus child has developed a close relationship with the first focus child, and he is the person he knows he can count on. The focus child also reported that he works well with the Group Home staff, as they are supportive. The focus child shared that he can count on them if he has any concerns regarding his placement.

Service Needs (5 Good Support and Services)

Service Needs Overview: The Group Home provides good support and services to the focus children. The Group Home social worker collaborates with the DCFS CSWs, the focus child, and the Group Home staff to develop Needs and Services Plans (NSPs) goals for the children, as well as to ensure that the services match intervention strategies identified in each focus child's case plan. The Group Home provides an array of services to the placed children, including weekly therapy, tutoring services, anger management classes, and transportation for medical, and dental services, as well as visitation. The Group Home works closely with the DCFS CSWs in developing the NSPs. The Group Home collaborates with the DCFS CSWs developing and modifying the NSPs, as well as ensure that the children receive the necessary services they need.

The first focus child is enrolled in continuation high school to assist him in earning credits toward high school graduation. He is also receiving individual counseling and attends anger management classes. The focus child has been referred for Independent Living Program (ILP) to prepare to transition from care. He is also participating in the individualized transition skills program. The Group Home, the DCFS CSW and the focus child are discussing continued services through extended foster care prior to his 18th birthday, as well as the focus child's plans and goals for college. The focus child also participates in extracurricular activities; he is enrolled in martial arts classes and enjoys membership at the neighborhood gym.

The second focus child has an individualized education plan and is receiving special education services. He receives weekly tutoring to assist him in improving academically. The focus child also participates in weekly individual therapy. He is currently prescribed psychotropic medication and receives monthly psychiatric medication monitoring. The Group Home is supportive of the focus child and is trying to assist him in preparing to transition from foster care. The focus child's plan is to enter the military upon graduation; therefore, he enrolled in the Reserve Officers' Training Course at school to begin preparing. The focus child shared that he loves sports. He is athletic and participates in football, baseball, soccer, and basketball.

The third focus child attends individual therapy sessions twice per week and group therapy once per week at the Group Home. He also receives individual therapy through a drug and alcohol prevention program twice per week. The Group Home is supportive of the focus child's needs. The Group Home provides transportation to and from all services. The focus child also enjoys sports. He plays soccer and basketball at his school and is trying out for the school's basketball team.

Assessment & Linkages (5 Good Assessments and Understanding)

Assessment & Linkages Overview: The Group Home provided good assessments and understanding of the focus children's needs. The focus children meet with the Group Home social worker weekly or as needed to assess their progress and to evaluate their needs. The Group Home determines if the children are making progress towards their NSP goals by observing if there is a reduction in incidents and acting out behaviors that the children exhibit.

The Group Home staff reported that the Group Home social worker meets weekly with staff to discuss concerns regarding children, and the staff interviewed expressed clearly their understanding of the children's strengths and needs, and their efforts to help children to progress and succeed.

All three focus children expressed a positive relationship with the Group Home staff that has provided them with guidance, care, and support over the time they have been placed at the Group Home. Children on psychotropic medication have monthly psychiatric visits. The Group Home provides services required to help the children and supports them to help make their placement successful. Based on the interviews conducted, it was discovered that the Group Home has good assessment and understanding in the functioning and support systems for the children. Children are allowed and encouraged to participate in extracurricular activities.

Tracking & Adjustment (5 Good Tracking & Adjustment Process)

Tracking & Adjustment Overview: The Group Home's intervention strategies, supports, and services provided reflect the focus children's needs. Regular monitoring and tracking of the focus children's status is communicated between the Group Home and the DCFS CSWs. The Group Home on-duty child care workers and facility manager track the children's progress through weekly individual and group meetings with the focus children to address their concerns. The Group Home social worker also meets with the focus children weekly, to address NSP goals and assess their progress toward achieving their NSP goals. The focus children's behavior, development, academic performance, involvement in extra-curricular activities, participation in counseling, is also evaluated, and any concerns the children may have are also addressed. The Group Home staff members document residents' behavior, visits, outings, and progress in log books, and Sign-in/out-Sheets. The Group Home uses a reward system to reward children for positive behaviors and progress, as well as to take privileges away from residents who fail to follow the rules and guidelines of the Group Home. Intervention strategies and services have been helpful. The Group Home social worker is readily available and ready to adjust goals and request adjustment to services to meet the children's needs as is necessary.

What's Not Working Now and Why (Score/Narrative of Opportunities for Improvement)

Teamwork (4 Minimally Adequate to Fair Teamwork)

Teamwork Overview: The Group Home holds treatment team meetings weekly to discuss the progress the focus children are making in their treatment. The Group Home staff are familiar with who the team members are for each child placed at the Group Home. The focus children are aware of the people who are in their lives and part of their support team. The children also participate in team meetings to assess and evaluate their needs and put in place a plan for each child to help them progress towards meeting their NSP goals during their stay at the Group Home. All three focus children have regular meetings with people in their team including the Group Home social workers, their DCFS CSW, and the Group Home child care workers. However, there have been no team meetings that included the focus children's family members.

The three focus children reported not ever participating in a team meeting that included a majority of the key people in their lives. The Group Home does make telephone contacts with focus children's family members, and occasional face-to-face with family members would occur when children are transported to meet their family; however, no formal meetings or in-depth discussions are held on these visits with the focus children's families.

The DCFS CSW for the first focus child stated that on more than one occasion when she has visited the child at the Group Home, she has had the opportunity to have a meeting with the Group Home administrator, the Group Home social worker, and the focus child. These meetings were not scheduled. The DCFS CSW for the second focus child stated that she has participated in at least one team meeting that included the focus child's maternal grandmother, maternal aunt and a Group Home childcare worker. The third focus child's DCFS CSW had not participated in any team meetings.

QAR interviews revealed that actions taken by the Group Home reflects a fairly coherent pattern of effective teamwork with most of the people the focus children identified as being a part of their team. However, more emphasis needs to be made on having regularly scheduled meetings with all the team members including the focus children and their family.

NEXT STEPS TO SUSTAIN SUCCESS AND OVERCOME CURRENT CHALLENGES

In July, 2015, OHCMD provided the Group Home with technical support related to all the findings indicated in the 2014-2015 contract compliance review. Specifically ensuring that Special Incident Reports are appropriately documented and cross-reported timely, prepare comprehensive and timely NSPs, and ensure that the DCFS CSWs are contacted monthly by the Group Home and that the contacts are appropriately documented in the children's case files.

In September 2015, the quality assurance reviewer met with the Group Home administrator to discuss the results of the quality assurance review and to provide the Group Home with technical support to address methods to improve in the areas of Safety and Teamwork. The Group Home submitted the attached Quality Improvement Plan (QIP). OHCMD quality assurance staff will continue to provide ongoing technical support, training, and consultation to assist the Group Home in implementing their QIP.

WEST COVINA GROUP CORP.

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FROM: Tonya Alexander, Administrator
www.alexander9996@aol.com

CC: Hardip Gill, Executive Director
Kirk Barrow, Group Home Monitor
barrok@dcfs.lacounty.gov

RE: West Covina GROUP HOME QUALITY ASSURANC REVIEW:

SAFETY: The degree to which the Group Home ensures that the child is free of abuse, neglect, and exploitation by others in his/her placement and other setting.

To ensure that all children are safe, West Covina Group Corporation will ensure that all staff are required to have the following training:

- ✓ 20 hours of Pro-Act Training with the focus being crisis intervention and a self-control plan.
- ✓ 4 hours of mandated Reporter Training.
- ✓ 2 hours of Training on Residents rights and role plays.
- ✓ 1 hour of Community Crisis Response Team Training (CCRT)
- ✓ All staff are trained on I-track Tutorial

The SIR procedure is as follows:

- ✓ All staff will continue to receive updated SIR training through I-track.
- ✓ All incident reports must be completed before the staff leave there shift. The person writing the incident report must notify all parties involved including the Administrator.
- ✓ The administrator will review the incident report, submit the report and investigations if necessary.
- ✓ The Incident Report will be printed and emailed to CCL.
- ✓ In the event the Administrator is unavailable the Nocturnal Facility Manager will follow the procedure and submit the incident report.
- ✓ We will follow the OHCMDM Special Incident Reporting Guide For Group Homes (see attachment)

TEAMWORK: The degree to which the right people for the child and family have formed a working Team that meets, talks and makes plans together.

Every Quarter the following parties will be emailed or sent a certified letter to participate in the child's progress.

- ✓ The Parents or relatives
- ✓ The County Social Worker
- ✓ In-House Therapist
- ✓ Probation
- ✓ Primary Staff

NOTE: The letter will be sent out 2 weeks prior to Quarterly Meeting. The Administrator will be responsible for ensuring that Quarterly meetings take place in a timely manner.

The following letter will be officially sent to everyone:

<<Sample Quarterly Review>>

<<Date>>

<<County Worker Name, Title>>
<<County Department>>

<<Address>>
<<City, State, Zip Code>>

Re: <<Resident's Name>>

Dear << Name>>,

A quarterly meeting has been scheduled for the above resident. Your participation is important in the development of his wellbeing at the Group Home. This resident could benefit from participation in our Quarterly Meeting and you are invited to attend. This resident is <<age>> or older should attend the quarterly meeting as appropriate. You have the right to have other individuals present who have knowledge or special expertise relating to the above resident.

<<Date of Meeting>>

<<Location of Meeting>>

<<Time>>

Please call the administrator at 909 591 2589 to confirm our participation.

Sincerely,

<< Name>>	<<Date>>
Tonya Alexander	October 12, 2015
Tonya Alexander – Administrator	Date