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DEPARTMENT OF CHILDREN AND FAMILY SERVICES

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February 26, 2016

To: Supervisor Hilda L. Solis, Chair
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From: Philip L. Browning
Director

PENNY LANE FOSTER FAMILY AGENCY 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 Penny Lane Foster Family Agency (the FFA) in February 2015. The FFA has three licensed offices, one located in the First Supervisorial District, one located in the Third Supervisorial District and one located in the Fifth Supervisorial District. The offices provides services to the County of Los Angeles DCFS foster children and youth. According to the FFA's program statement, its mission is to, "provide children with a continuity of care, nurturance and services to meet their individual needs and those of their families."

The QAR looked at the status of the placed children's safety, permanency, and well-being during the most recent 30 days and the FFA's practices and services over the most recent 90 days. The FFA scored at or above the minimum acceptable score in 8 of 9 focus areas: Permanency, Placement Stability, Visitation, Engagement, Service Needs, Assessment & Linkages, Tracking & Adjustment and Teamwork. OHCMD noted opportunities for improved performance in the focus area of Safety.

The FFA provided the attached approved Quality Improvement Plan (QIP) addressing the recommendations noted in this report. In October 2015, OHCMD Quality Assurance Reviewer discussed results of the QAR with the FFA and provided the FFA with technical support to address methods for improvement in the area of Safety.

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
Ivelise Markovits, Executive Director, Penny Lane Foster Family Agency
Lajuannah Hills, Regional Manager, Community Care Licensing Division
Lenora Scott, Regional Manager, Community Care Licensing Division

PENNY LANE FOSTER FAMILY AGENCY
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 Penny Lane Foster Family Agency (the FFA) in February 2015. The purpose of the QAR is to assess the FFA's service delivery and to ensure that the FFA 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 FFA'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), three certified foster parents, two FFA social workers, and one FFA Regional Director.

At the time of the QAR, the placed children's average number of placements was three, their overall average length of placement was 12 months and their average age was 13. None of the focus children were included as part of the sample for the 2014-2015 Contract Compliance Review.

QAR SCORING

The FFA 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 FFA 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	FFA QAR Score	FFA QAR Rating
Safety - The degree to which the FFA 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 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 FFA staff, caregivers and DCFS CSW, supports the plan.	5	5	**Good Status** - The focus children have substantial permanence. The focus children live in a family setting that the focus children, the FFA staff, caregivers, caseworker, and team members have confidence will endure lifelong.
Placement Stability - The degree to which the FFA 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. The focus children have established positive relationships with primary caregivers, key adult supporters and peers in those settings.
Visitation - The degree to which the FFA staff support important connections being maintained through appropriate visitation.	5	5	**Substantially Acceptable Maintenance of Visitation & Connections** - Generally effective family connections are being sought for all significant family/Non-Related Extended Family Members (NREFMs) through appropriate visits and other connecting strategies.

Focus Area	Minimum Acceptable Score	FFA QAR Score	FFA QAR Rating
Engagement - The degree to which the FFA 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 FFA staff, DCFS CSW, certified foster parent and the focus children feel heard and respected.
Service Needs - The degree to which the FFA 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.
Assessment & Linkages - The degree to which the FFA 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.
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	5	**Good Teamwork** - The team contains most of the important supporters and decision makers in the focus children's lives, including informal supports.

Focus Area	Minimum Acceptable Score	FFA QAR Score	FFA QAR Rating
Tracking & Adjustment - The degree to which the FFA 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 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 FFA provides substantial permanence for the focus children. The FFA works with the focus children, the certified foster parents and with the DCFS CSW to assist in the development and determination of the most appropriate permanent plan for the focus children.

The FFA maintains contact with the DCFS CSWs and discusses case plan goals for the focus children. The FFA engages the DCFS CSWs, certified foster parents and the focus children in discussions of Court orders and they work as a team to follow the orders of the Court. The FFA Regional Director reported that the FFA social workers communicate more than once a month with the DCFS CSWs to discuss the case plans for the focus children. Training and guidance is provided by the FFA social workers to the certified foster parents to assist them in preparing the focus children in either going home or transitioning into a permanent plan. The DCFS CSWs report that the FFA and certified foster parents are supportive of the focus children's permanency plan. Each of the certified foster parents expressed continued motivation to provide extended care of the focus children.

The first and second focus children are receiving reunification services. The concurrent plan for these two children is adoptive planning. The first focus child indicated that she wants to remain with her certified foster parents. The second focus child reports that she would like to remain in her current foster home and would consider being adopted.

The permanent plan for the third focus child is Planned Permanent Living Arrangement. Family reunification efforts were unsuccessful because the father's whereabouts is unknown and the mother refused all reunification efforts provided by DCFS. The focus child has remained in contact with her

paternal grandparents. The focus child states that she wants to remain in the home of her current certified foster parent.

Placement Stability (5 Good Stability)

Placement Stability Overview: The FFA provided substantial placement stability for the three focus children. The FFA Regional Director stated that the FFA coordinator obtains as much information on the child in order to match the child with the skills of the certified foster parents. She further stated that the FFA screens each child to look at where the child is coming from to ensure the best placement match for the child. The FFA social workers reported they work with the certified foster parents to develop a plan to best assist the focus children to remain safely in the foster home. They make weekly visits to the foster homes and speak with the focus children and certified foster parents separately and then together to assess the ongoing adjustment to the placements.

The focus children are very attached to their foster parents. The first focus child refers to her certified foster parent as "Mom". The certified foster parent for the focus child reported that she feels supported by the FFA social worker; the FFA social worker talks to her when there is a problem and assists with developing a resolution. The second focus child's certified foster parent stated that she seeks input from the FFA social worker quickly when a problem arises. The third focus child's certified foster parent stated the FFA provides her with the placement history and reason for placement for the focus child.

None of the focus children have had placement disruptions since being placed with the FFA. The DCFS CSWs for the focus children reported that the FFA provides updates on the focus children's adjustment in the certified foster homes, community and school.

Visitation (5 Substantially Acceptable Maintenance of Visitation & Connections)

Visitation Overview: The FFA has established and maintained acceptable family connections for the focus children. The FFA Regional Director stated that the FFA social worker monitors family visits in the Regional offices. The certified foster parents are responsible for transportation. If certified foster parents are unable to transport the focus children to visits, the FFA social workers will transport in order to ensure that a visit is not missed. Any missed visit is rescheduled and the reason why it was missed is documented in the focus child's case notes. The FFA social workers discuss missed visits with the focus children in an honest manner and the focus children are encouraged to express their feelings. The FFA social workers stated that the Court ordered visitation plans are followed and visits are coordinated with the DCFS CSWs, parents, relatives and certified foster parents to assist placed children to maintain their connections with their family members. The focus children are provided with a chance to talk about how they feel about their visits with their FFA social workers. The focus children are encouraged to maintain telephone contact with family members and friends.

The first focus child has not had any recent contact with her family, as they reside out of the country. Previously, there was telephone contact with her mother but calls from her mother have ceased. The second focus child does not have visitation with her legal guardians as they reside out of state. The second focus child stated that she refused further telephone contact as the legal guardians were inappropriate during the telephone calls causing the focus child to become upset. The third focus child has unmonitored weekend visits with her paternal grandparents. She reports that the visits are fine. Each of the certified foster parents stated that the focus children are part of their families and

are included in all of their family activities; the focus children have never been placed in respite care. The DCFS CSWs reported that there are no problems with the FFA in the area of visitation.

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

Safety (5 Good Safety Status)

Safety Overview: The FFA provided good safety status and a safe living situation for all of the focus children. The FFA ensured that children are safe in their placements and protective strategies are in place to keep the focus children safe from harm. The FFA social workers and the FFA Regional Director reported that the FFA provides ongoing training to the certified foster parents and makes unannounced visits to the foster homes to ensure the homes are a safe environment for the focus children.

All three focus children reported that their foster homes are a safe place to live. The first focus child reported she just feels safe in her foster home because she knows that her certified foster parents are there to protect her. The second focus child reports that her certified foster mother really cares about her and that the foster home feels like a regular home. The third focus child reports that just knowing she has someone to count on gives her comfort.

The certified foster parent of the first focus child stated that she makes sure things are safe in and around the home. Any issues regarding the focus child are shared with the FFA social worker. The second focus child's certified foster parent stated that she makes sure that the focus child is supervised; she meets the focus child's friends and their parents before any play dates or activities away from her home. The third focus child's certified foster parent reported that she requires the focus child to let her know where she is at all times. Any concerns are shared with the FFA social worker and DCFS CSW. In emergencies, the certified foster parent reported that she has been trained by the FFA to contact the DCFS Child Protection Hotline and law enforcement.

The three DCFS CSWs interviewed reported that information is shared regarding the focus children's safety in foster homes and the community and there is good communication with the FFA staff and certified foster parents.

Although the focus children, the FFA staff and the DCFS CSWs all worked together to ensure child safety, the FFA fell below the minimum score of six in the area of Safety due to the numerous Special Incident Reports (SIRs) which were safety related; not being submitted timely and not cross reported to all required parties.

The FFA submitted a total of 20 SIRs through the I-Track database during the past 30 days. The SIRs included Substance Abuse; Run Away; Police Involvement; Assaultive Behavior, Peer; Medical Related and Theft. There were two incidents that involved the third focus child. The first SIR involved the focus child being threatened by a community child and parent at school and the second SIR involved the focus child being physically assaulted at a bus stop by community students. The incidents were reported by the certified foster mother to law enforcement and the FFA supervisor. The FFA reported the incidents to the DCFS CSW.

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 FFA has established and maintained good engagement efforts with key parties. The FFA developed a strong rapport and consistently engages the focus children, certified foster parents, DCFS CSWs and therapists. Engagement efforts are made on an ongoing basis and reasonable efforts have been made by the FFA to engage the focus children, certified foster parents, DCFS CSWs and therapists. The FFA Regional Director and FFA social workers reported that the DCFS CSWs are contacted as soon as a case is assigned to the FFA social workers. The focus children are asked to give input on who they would like to be part of their team.

The first focus child reported that she could count on her certified foster parent to support her. The second focus child reported that she could definitely rely on her certified foster parent and her DCFS CSW. The third focus child stated that she can depend on her certified foster parent. She stated that she could talk to her certified foster parent and tell her what's going on.

Each of the certified foster parents reported that they are included in the engagement process. The reported information regarding the focus children is shared. The certified foster parents reported that they work closely with the FFA social worker and DCFS CSW to ensure that the focus children's needs are met.

Each of the focus children's service providers stated that information is shared by the FFA social workers and certified foster parents to effect positive changes for the focus children.

The DCFS CSWs reported that there is consistent contact from the FFA staff and certified foster parents and that information is always shared with them.

Service Needs (5 Good Supports & Services)

Service Needs Overview: The FFA provides a substantial array of supports and services that match intervention strategies identified in the focus children's case plans. Two of the focus children are receiving therapeutic services to address mental health needs. The FFA provides all placed children the opportunity to participate in extracurricular activities of their choice.

The first focus child is involved with her school student council. The second focus child stated that she is involved with the FFA's film program. The third focus child is concentrating on earning her high school credits and enjoys spending time with her friends.

The FFA social workers and the certified foster parents provide support to assist the focus children in making progress towards their case plan goals.

The FFA Regional Director and FFA social workers reported that the focus children's status is evaluated during weekly meetings to assess where the focus children are in relation to meeting the treatment goals and whether any additional resources are needed.

The certified foster parents reported that they are included in the discussion of service needs of the focus children. The FFA, in collaboration with the focus children, certified foster parents, and DCFS CSWs review and modify the goals as necessary. There is a review of resources to ensure positive outcomes for the focus children.

The focus children's DCFS CSWs reported that they are contacted by the FFA and are asked to provide input in regards to the needs of the focus children. One DCFS CSW reported that the certified foster parent was an excellent foster parent. She stated that the certified foster parent is on top of everything. All of the DCFS CSWs interviewed stated that they, the FFA staff and the certified foster parents work together and share information regarding the resources being provided to the focus children.

All of the focus children reported that their needs are being met. The first focus child is doing well in school and in the certified foster home. The focus child is no longer in therapy as she met her therapeutic goals. The FFA social worker and certified foster parent are working with the first focus child in following the certified foster parent's directions. The second focus child participates in weekly therapy sessions. The third focus child is enrolled in weekly therapy. She reports that she is currently taking psychotropic medication to help her manage her behavior and she sees her psychiatrist monthly for medication management. She states that the medication is helping her. The focus child is focusing on earning her high school credits and is involved in emancipation services.

The focus children each reported that their needs are being met and are satisfied with the services that are being provided. The focus children's service providers stated that the FFA staff and certified parents are approachable and assist in achieving positive outcomes for the focus children.

Assessment & Linkages (5 Good Assessments and Understanding)

Assessment & Linkages Overview: The FFA generally understands the focus children's functioning and support systems. The focus children's strengths and underlying needs are recognized and understood by the FFA and all key parties. The services provided such as therapy, tutoring and emancipation services are geared to assist the focus children toward making progress and improving their functioning and well-being. The FFA Regional Director stated that the focus children are evaluated weekly by the FFA social workers. The FFA social workers are required to complete a FFA Needs and Goals form which is an assessment of the focus children's progress.

The FFA social workers report that during weekly visits, they talk with the focus children and the certified foster parents to gauge what progress has been made and what assistance the focus child might need to meet their treatment goals. The certified foster parents reported that they are involved in the focus children's schools and maintain contact with their teachers.

For example, the FFA staff in consultation with the DCFS CSW and the service provider determined that the third focus child needed a higher level of care. The third focus child was assessed and approved for the Intensive Treatment Foster Care (ITFC) program. It was found that it would be detrimental to replace the third focus child into another foster home as the child had developed a strong attachment to the certified foster parent. The FFA staff worked with the certified foster parent and she was approved to become an ITFC foster parent; this allowed the third foster child to remain in her stable placement and receive the needed services.

The focus children's service providers reported that they are included in communication between the FFA and the DCFS CSWs regarding the strengths and needs of the focus children.

The DCFS CSWs reported that there is communication with the focus children's FFA social workers and certified foster parents to ensure that appropriate services are in place and that the focus children's needs are being met.

Teamwork (5 Good Teamwork)

Teamwork Overview: The FFA provides good teamwork, ensuring that most of the important supporters in the focus children's life are involved. The FFA Regional Director reports that the teams meet on a quarterly basis, more often if necessary. Anyone who is involved in the focus child's life is invited to attend. She stated that the team listens to the focus children and the teams are child driven. The goal of the team meeting is to develop the best plan for the focus child to succeed. The FFA social workers stated that the focus children are given a voice to express satisfaction or dissatisfaction. The team meeting is a collaborative effort between the focus child, DCFS CSW, the certified foster parent, family members, therapists and the FFA. The DCFS CSWs, FFA social workers, certified foster parents, therapists and identified family members are working collaboratively as a team.

The focus children reported that their needs were being met by their teams. They reported they are treated as a respected, active participating member of the team.

The DCFS CSWs and the certified foster parents reported that they are included in discussions and team meetings regarding the well-being of the focus children.

Tracking & Adjustment (5 Good Tracking & Adjustment Process)

Tracking & Adjustment Overview: The FFA's intervention strategies, supports, and services provided to the focus children are generally responsive to changing conditions. The FFA ensured the DCFS CSWs were regularly updated with any changes regarding the focus children. The FFA Regional Director reported that the FFA social workers conduct one-on-one weekly meetings with the focus children and weekly progress notes are also generated by the FFA social workers. The FFA social workers stated that during the weekly visits to the certified foster homes, information is gathered from the certified foster parents regarding the ongoing and changing needs of the focus children. The FFA social workers modify the treatment goals to ensure needed services are provided accordingly. The focus children's behavior in the foster home, school and the community is tracked during the weekly visits.

The FFA social workers develop Needs and Services Plans (NSPs) which address progress towards the case plan goals, adjustments and any modification to the goals to ensure positive outcomes for the focus children. The NSPs are developed in conjunction with the DCFS CSWs, certified foster parents, service providers and the focus children.

The second focus child was doing poorly academically in two subjects. The certified foster parent teamed with the FFA social worker and in-home weekly tutoring was arranged to assist the second focus child to obtain a better understanding of her subjects.

NEXT STEPS TO SUSTAIN SUCCESS AND OVERCOME CURRENT CHALLENGES

In November 2015, OHCMD provided the FFA with technical support related to the 2014-2015 Contract Compliance Review findings in the areas of Licensure/Contract Requirement and Maintenance of Required Documentation and Service Delivery. Technical support was provided on remaining free of substantiated Community Care Licensing reports; what the FFA can do to remain in compliance of Title 22 regulations and how the FFA can ensure that NSPs are comprehensive and include all elements.

In October 2015, the OHCMD Quality Assurance Reviewer discussed with the FFA the results of the QAR. Technical support addressing methods on improving in the area of Safety was provided to the FFA. The FFA submitted the attached Quality Improvement Plan (QIP). OHCMD Quality Assurance staff will continue to provide ongoing technical support, training, and consultation to assist the FFA in implementing their QIP.

Penny Lane
CENTERS

Empowering children, youth and families since 1969

EXECUTIVE DIRECTOR
Ivelise Markovits, MFCC

MEMBER
California Alliance of Child and Family Services
Child Welfare League of America
Human Rights Campaign- All Children, All Families Seal
Association of Community Human Service Agencies

Korliss Robinson, OHCMD Quality Assurance Manager
DCFS Out-of-Home Care Management Division
9320 Testar Ave, Suite 216
El Monte, CA 91731

RE: Quality Improvement Plan (QIP)

January 7, 2016

Dear Ms. Robinson,

In response to the Quality Assurance Review Results, the following information outlines Penny Lane Center's Quality Improvement Plan in the area of Safety.

1) Penny Lane Centers will ensure FFA contract compliance by submitting Serious Incident Reports (SIRs) on time. Effective immediately, all Penny Lane Social Work Supervisors and Regional Directors are responsible for ensuring compliance of each of the following:
    a. Social Worker Supervisors will review and submit I-track SIRs when notified of an incident by the end of each day.
    b. Quality Assurance Manager will review I-track dates of submission and will report issues to each office Regional Director weekly or upon identification of a concern.
    c. The Quality Assurance Manager will meet weekly with the Quality Assurance Coordinator to review and analyze SIR data and trends.
    d. The Quality Assurance Coordinator will collect data on a weekly bases tracking total number of SIRs, a breakdown and graph of incident types, and will identify any possible trends that may have been observed. This data and statistics are presented to the FFA Management Team at the end of each month. The data is also provided to the Penny Lane Research and Development Department for continued quality improvement support.
    e. All data that is collected is also presented to the Penny Lane Executive team on a quarterly basis as part of the key performance indicators collected and compiled by the Research and Development Department.
2) Penny Lane Centers will ensure continuous enhancement of Social Workers and Supervisors knowledge and understanding of SIR expectations. Effective

immediately, each office Regional Director is responsible for ensuring training and compliance of the following:

a. A review of the FFA SIR policy is conducted quarterly or as needed with all Penny Lane FFA team members. These reviews are conducted quarterly during each Regional Office's unit meetings.
b. Once a year, all staff members are trained during an in-service training on Special Incident Reports. On October 8, 2015 training on the revised SIR policy and procedure was conducted by the Quality Assurance Manager.
c. DCFS Technical Training is requested as needed. On November 24, 2015 A training Technical Support Training was conducted by OHCMD Quality Assurance Reviewer.
d. Whenever there is an immediate update or concern regarding SIRs or incident reporting, a memo is emailed to all employees outlining and reminding staff of the policy.
e. Each Regional Director will maintain careful communication with the DCFS OHCMD QA Reviewer.

3) Penny Lane Centers will ensure on-going training for all foster and adoptive families regarding incident reporting. Effective immediately, each office Regional Director is responsible for ensuring training and compliance of the following:
   a. All foster parents are trained on an annual basis regarding incident reporting and compliance.
   b. During the month of December 2015 all Foster Parents receive and reviewed a Question of the Month that outlined expectations as they relate to incident reporting and timeliness.
4) On September 17, 2015 Penny Lane Centers completed an update of its SIR Policy. Each office Regional Director is now responsible for ensuring training and compliance of the following:
   a. The Penny Lane SIR Policy now states: Supervisors will begin submitting SIRs directly. Penny Lane Social Workers will contact the backup Supervisor or Regional Director should their direct Supervisor be unavailable. Any additions or new information will be added as an Addendum to the I-track system when additional information is obtained. Directors will continue to be informed and updated of all incidents both verbally and in writing.

Please contact Dr. Judith Sandino if you have any questions or concerns.

Sincerely,

Monica Smith 1/11/16

Dr. Judith Sandino, LCSW
FFA Director

Date

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Penny Lane Centers has earned
The Joint Commission's Gold Seal of Approval