

*Academy Programs*  
*2017 Annual Report*



## Annual Overview and Summary for Academy Programs 2017



As you drive onto the campus of Academy Programs, the first thing you see is a sign with the adage “Changing Lives Through Innovative Strategies” along with the “Come Play” graphic. It is a representation of the philosophies of Academy Programs and serves to show the public just what propels the treatment initiative.

“Changing Lives Through Innovative Strategies” is much more than a motto. It’s a commitment that Academy Programs strives for every day through every interaction with the adolescents they serve. Forward-thinking and open to new concepts, Academy Programs is always looking to improve the lives of the students in their care. “Come Play” is representative of a sculpture that was given as a gift to Nicholas Hobbs by a fellow teacher because his work with troubled and troubling children interested her. A full size sculpture was placed on the campus of Vanderbilt University in memory of Nicholas Hobbs and is a well-known symbol of the Re-Education Philosophy.

The Academy continues to maintain its commitment to Re-ED Philosophy as the beacon for reaching children with emotional and behavioral disturbance. Re-ED Philosophy is a combination of psychological and educational strategies for working with troubled and emotionally disturbed children and adolescents. Re-ED Philosophy holds fast to the notion that emotional disturbance is not something that a child or adolescent “has”, or not something in the person. It is not an illness, a disease, a disorder, or the by-product of pathology. Rather, Re-ED focuses on the presence of emotional discord as the result of a deficit in the child’s ecology. In short, they are a product of their environment. In order to change or modify behaviors that have prevented children from being successful in their natural environment, we believe that we must address and correct the shortcomings of that environment and give children the tools necessary to master living in those environments.

Positive performance in education and repairing the academic deficits of our student body continue to be a primary concern in our approach to treatment. Education and academic competence is of equal importance in Re-ED as is an active involvement in traditional psychodynamic intervention. Research and experience demonstrates the crucial importance of academic competence in improving the adjustment of children. As Re-ED practitioners, we begin with an attempt to repair academic deficits as a means of creating a gateway to address and improve behavior, performance, and adjustment deficits. Children who perform with competence and confidence in the classroom setting are more apt to perform likewise outside of the classroom.

In addition to maintaining our commitment to the practice of Re-ED and to improving the educational capacity of our student body, the Academy held firm in its traditional programming strategies. In April, our traditional Spring Break programming continued with the entire campus involved in activity throughout the week. Groups participated in theme days complete with costume competitions and ended the week with a talent show hosted by our very own Rodney King as Kevin Hart. Guest judges for the talent show included therapists as celebrity characters as well. Our team of therapists portrayed a panel of celebrity judges comprised of Randy Jackson, Paula Abdul, Simon Cowell, Sharon Osborn, and Madonna. Students shared talents ranging from singing and dancing to gymnastic stunts and brain teasers. In September, we began program pride pep rallies to kick off our Third Annual Battle of the Buildings. Weekly competitions included relay races, man vs. food, rap battle, dance off, and a battle of wits. While YALE Academy battled hard to maintain their title with enthusiasm, it was outstanding academic performance and punctuality from Yore Academy that ultimately resulted in their victory. In October, groups participated in Halloween decorating contests with Sioux victorious and Horror Movie Making Contest won by Apache. Groups finished out the year with Christmas caroling and a holiday decorating contest. More than half of the students voluntarily signed up and participated in the annual Christmas choir which was performed at family Christmas dinners. The Apache group claimed victory for cottage decorations.

The Academy continued to integrate athletic programming into our daily milieu. Re-Ed holds fast to the notion that physical fitness and psychological fitness are both constructed within the same person. As such, improving psychological fitness, as well as physical fitness, results in enhanced effective functioning. We believe that our athletic programming helps us to meet these needs. The 2017 sports championships were awarded to the Spartans and Cheyenne for basketball, and the Titans and the Seneca for volleyball.

Our campus summer traditions continued with off-campus adventure. Groups from YALE Academy enjoyed a trip to the Pittsburgh Zoo where they were able to tour several exhibits and observe habitats, have lunch at the concession, and even make a trip to the gift shop. The Cherokee would take on overnight camping adventures at Babcock State Park and enjoy fishing, hiking, and paddle boating, as well as learning to cook over an open fire. The Sioux group traveled to Gettysburg where they were able to have a picnic lunch, tour battle fields and landmarks, view exhibits at the museum, and have dinner at General Pickett's Buffett. Many groups enjoyed spending long days at local parks and pools complete with outdoor sports and picnics. All groups also enjoyed a two day summer camp experience at Camp Mahonegon located outside of Buckhannon, WV. While at camp, groups were able to play kickball and other field sports, go hiking and fishing, and make para-cord bracelets. Groups enjoyed a sense of normalcy during summer camp, were challenged to prepare skits, and performed them as part of the campfire program.

Our commitment to community service projects continued throughout the year with dramatic growth in the number of community causes adopted by the students at the Academy. In 2017, groups from the Academy would volunteer support for a wide range of community projects including Bartlett House, the Governor's Adopt-A-Highway program, Marion County Humane Society, The Salvation Army, Union Mission, Arbors Nursing Home, Taylor County Humane Society, Harrison County Humane

Society, The Soup Opera, Ronald McDonald House, Arbors Nursing Home, Marion County Parks & Recreation, and VA Hospital in Harrison County. Through our work with The Salvation Army during the Christmas season, students from the Academy raised a record sum of money which was only comparable to the amounts raised by local High Schools.

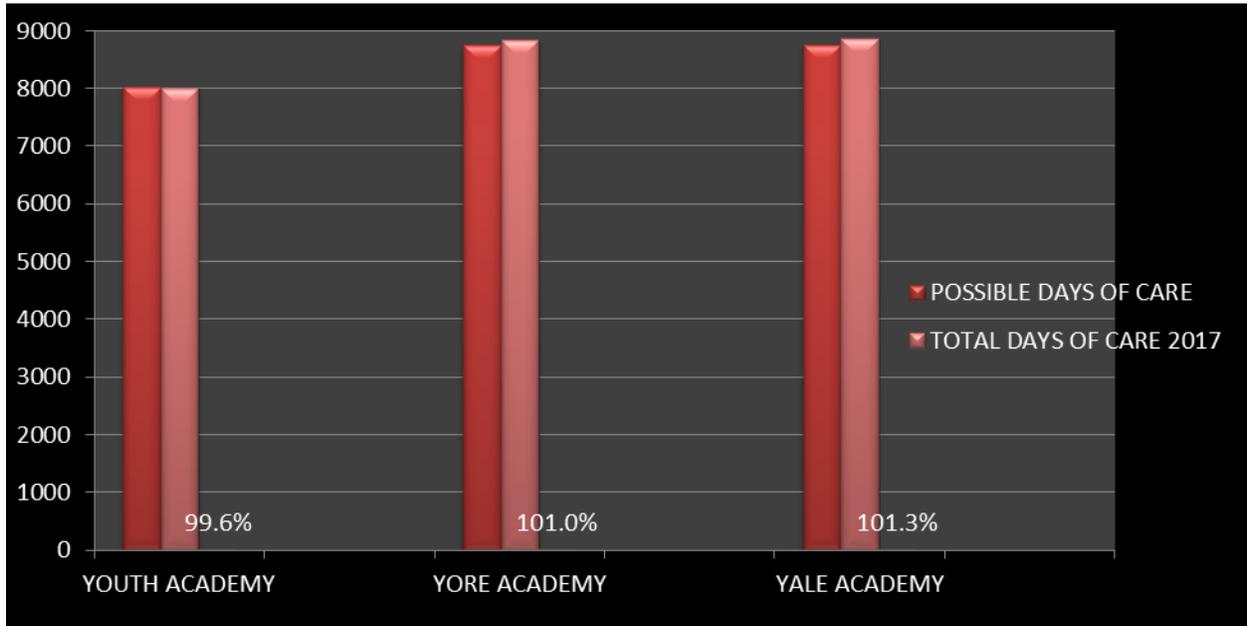
Nicholas Hobbs, the founder of Project Re-ED, referred to Re-ED practitioners as a “colleagueship of discovery” and stated that Re-ED “must be re-invented every day”. We are charged with the responsibility of doing so in our efforts to maintain the innovation and uniqueness of Re-ED Philosophy. Through our practice and high levels of success in our work with troubled and troubling children, we have determined that Hobbs was correct in his idea of perpetuating success. “When programs are going well, the schools are so positive, so alive with learning that the students and staff are caught up in a deeply fulfilling adventure every day. And the affirmative expectations are contagious; they often spread to families, to regular schools, and to cooperating social agencies.” (Hobbs, 1982, p. 23)

**The 2017 Academy Programs Annual Report will go into greater detail by addressing information in the following areas:**

- General program effectiveness in relation to stated goals/community needs and general staff effectiveness
- Average Daily Census
- Occupancy Rate
- Total Number of Residents Served
- Permanency of Life Situation
- Graduating Academy Programs
- Average Length of Stay
- Academics
- Child and Adolescent Functional Assessment Scale
- Presenting Diagnosis and Success Rate
- Referrals
- Reportable Incidents/Safety Report-CIRT Review
- Safety Committee Report 2016
- Satisfaction Surveys
- Staff Retention and Turnover
- General Staffing Patterns
- Smart Recovery
- Community Family Intensive Treatment (CFIT)
- Expenditures & Revenue

**Daily Census and Occupancy Rate**

Academy Programs provided services to 167 children in 2017. The census rates for all three programs continued to be high throughout the year. Yore Academy was ordered over capacity on eight occasions during the year, while the YALE Academy was ordered over capacity six times. This impacted our census and put us at 101 % and 101.3% utilization for the year. This illustrates the need for substance abuse treatment for teens in West Virginia.

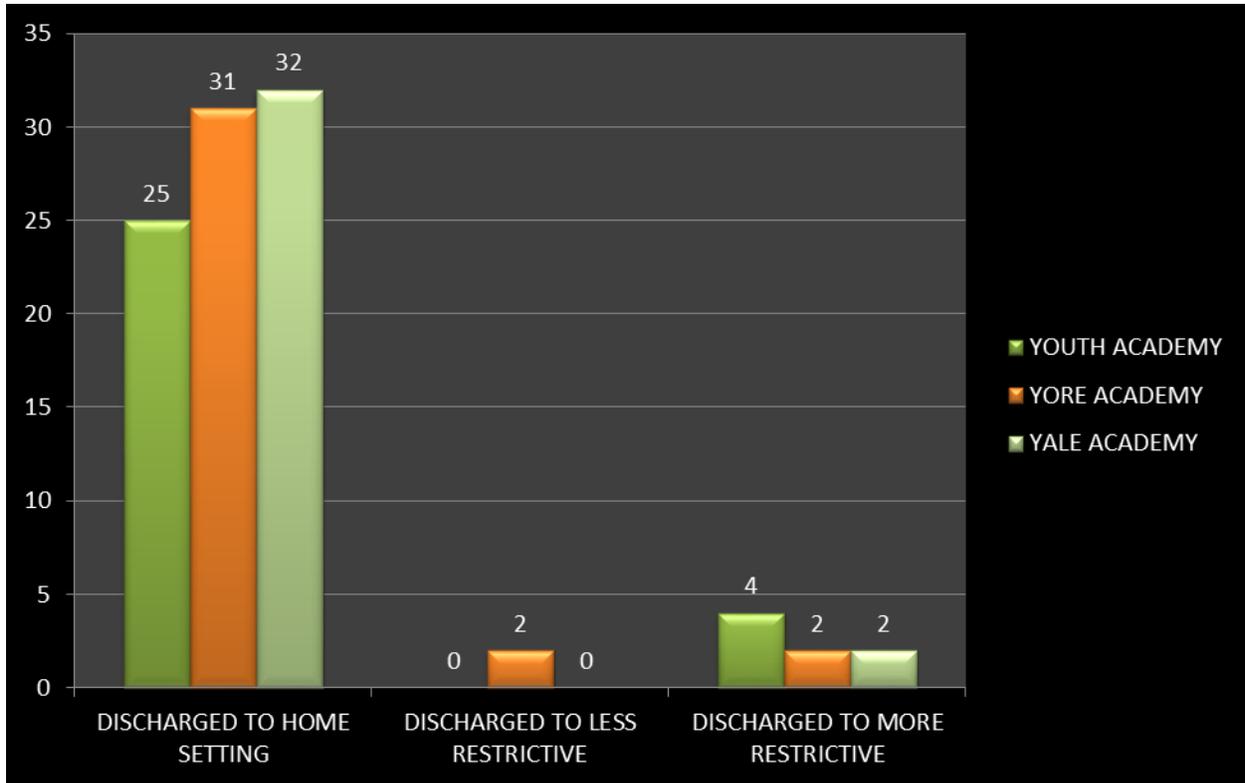


Individual program data:

2017		TOTAL SERVED	POSSIBLE DAYS OF CARE	TOTAL DAYS OF CARE 2017	AVG. DAILY CENSUS OCCUPANCY RATE
YOUTH ACADEMY	M	26	8030	8000	99.6%
	F	25			
YORE ACADEMY	M	39	8760	8849	101.0%
	F	19			
YALE ACADEMY	M	39	8760	8875	101.3%
	F	19			

**Permanency of Life**

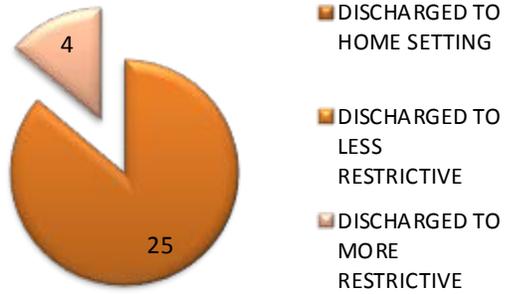
In 2017, Academy Programs was able to serve a total of 167 children, compared to 180 in 2016. Over the course of the year, ninety-eight of those children were discharged. Eighty-eight children were reunited with their families, 2 were discharged to a less restrictive placement and 8 needed a higher level of care. 94% of the children discharged successfully. The West Virginia Child Care Association’s outcome measures stipulate that 70% of all kids receiving services for 90 days or longer will be discharged to a home setting (home setting is defined as a foster home, birth family, adoptive, kinship care, lesser restrictive, or independence). The Academy’s success is represented in the graph below:



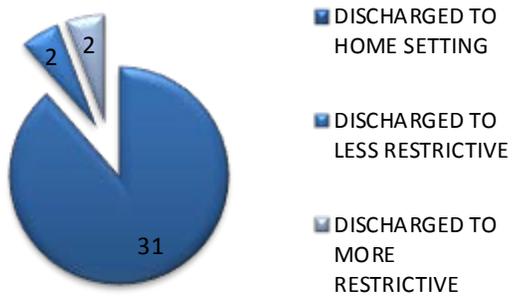
Per program data is represented below:

2017	TOTAL SERVED	TOTAL DISCHARGES 2017	DISCHARGED TO HOME SETTING	DISCHARGED TO LESS RESTRICTIVE	DISCHARGED TO MORE RESTRICTIVE
YOUTH ACADEMY	51	29	25	0	4
YORE ACADEMY	58	35	31	2	2
YALE ACADEMY	58	34	32	0	2
	167	98	88	2	8

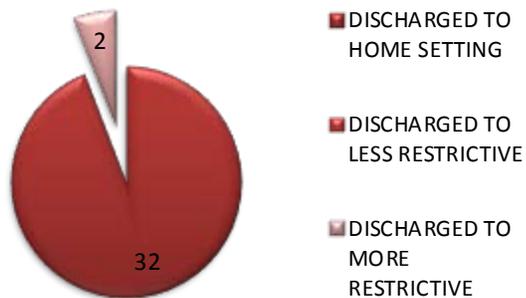
## YOUTH ACADEMY 2017 Permanency of Life



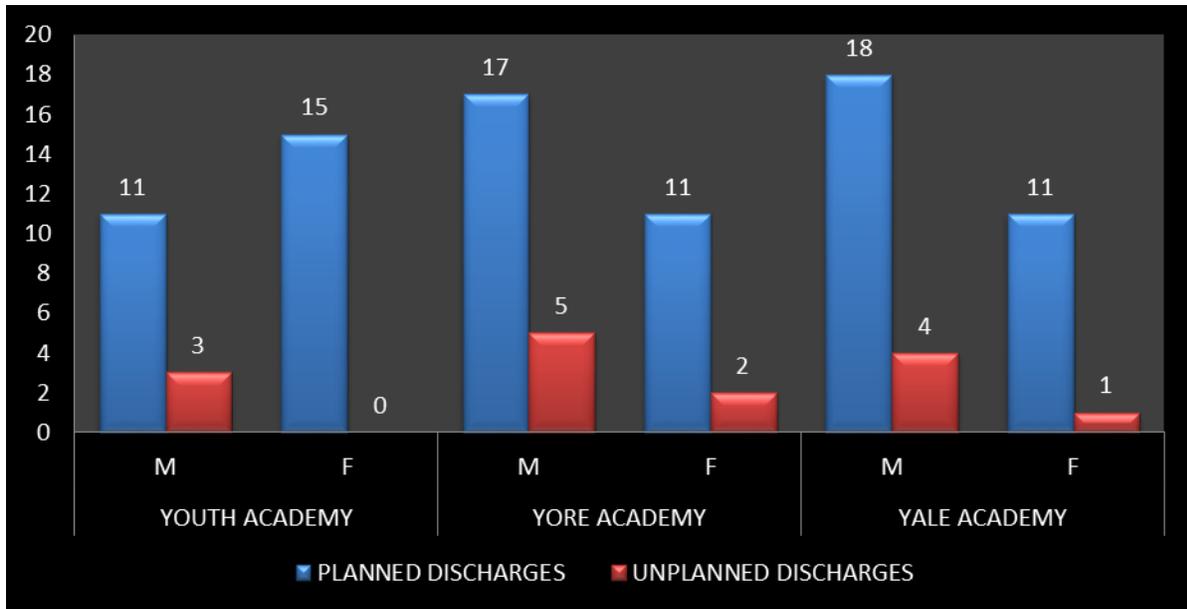
## YORE ACADEMY 2017 Permanency of Life



## YALE ACADEMY 2017 Permanency of Life



Successful discharges are also achieved through planning. Whenever possible, Academy Programs coordinates discharge planning with members of the student’s Multidisciplinary Treatment team. Recommendations for further treatment services, school placement, and other supports necessary to help the student maintain the gains they achieved while with us, are provided to the team. At times, students are released at court prior to completion of the program and without benefit of the planning process. Although sometimes they are being released back into their parents’ care, it is without benefit of planned community services. At other times, students elope and remain at large, causing them to be released from the program. The information below is a representation of the planned and unplanned discharges for 2017:



Per program data is represented below:

2017	TOTAL SERVED	TOTAL DISCHARGES 2017	PLANNED DISCHARGES	UNPLANNED DISCHARGES	REASONS FOR UNPLANNED DISCHARGES
YOUTH ACADEMY	51	29	26	3	court/runaway
YORE ACADEMY	58	35	28	7	court/runaway
YALE ACADEMY	58	34	29	5	court/runaway
	167	98	83	15	

## **Graduating Academy Programs**

**“All too often, data are collected via complicated systems which are seldom used effectively. This perpetuates the tendency for staff and family members to be reactive to a student’s behavior rather than proactively responsive.” (Nicholas Hobbs, 1982, p.150)**

Academy Programs has developed and employs a six phase program known as Graduating Academy Programs, or GAP, delineating the steps a child must take in order to fully and successfully complete the program and utilize the strategies of this program as an integral part of the treatment planning process.

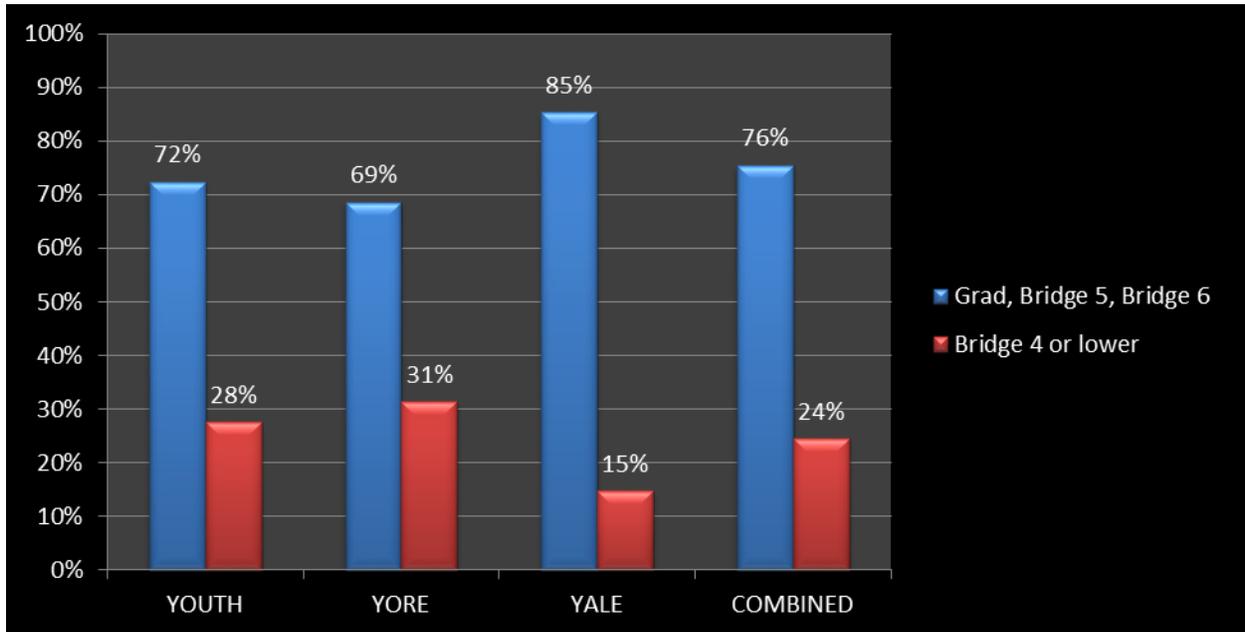
The program has three distinct components necessary for generating successful change in student behavior. First, students have the ability to influence their own destiny based on their involvement in the treatment process and the effort they independently choose to apply to modifying and/or changing the behaviors that have resulted in their removal from their homes, schools and communities. Second, Academy staff approach the implementation of this system in the vested interest of making students successful in obtaining the therapeutic milestones indicated, as opposed to holding them accountable to failure to progress the program in a pre-determined length of time. Finally, the program is comprehensive, combining all aspects of the students ecology including conduct in the residential setting (behavior points), successful completion of goals from their treatment plan, academic performance, substance abuse treatment and family involvement in the treatment process. This approach requires us to treat all sources of discord the student is experiencing, not just repeatedly address student behavior and absence of appropriate conduct.

The GAP program helps to generate investment in the treatment process by allowing students to identify exactly what is required in order to successfully complete the program. It allows professionals involved in the students’ treatment to see real-time data of the student progress in the program and to accurately answer queries related to the length of time required to complete the treatment process. It allows clinical staff to accurately gauge effectiveness of treatment planning as well as track the level of family participation, which is critical in the effective treatment of the student population. Also the GAP program removes subjectivity based on professional judgement from the treatment equation. The effectiveness of interventions is easily visible and quantifiable while the need for additional interventions can be identified quickly.

Through the application of this program, Academy Programs is able to offer a consistent product to our referral sources as well as an effective treatment intervention for our student population. We are able to benchmark a child’s progress through the program and identify areas that a child must address and master in order to complete the program. The focus of the GAP program is completion of treatment milestones within the milieu and is specific to each child’s individual treatment needs. It allows children to gauge where they are in the treatment process and identify future challenges to complete the program. It also allows the parent(s), social worker, juvenile probation officer and judge to readily track a child’s progress through the program and allows us to objectively identify obstacles a child must overcome to successfully complete the program.

In our efforts to generate outcomes that are evidence based in accordance with our company values, we have developed and implemented this program in the treatment milieu.

Through the GAP program, students who achieve Bridge 5 or higher have achieved a measure of consistency in all areas of performance. They are internalizing the skills learned throughout treatment and are developing a success plan designed to help them overcome obstacles that prevented them from being successful prior to placement. Although graduates have the best success rate, students who discharge after attaining Bridge 5 are more likely to sustain positive gains. The percentage of students who graduated at Bridge 5 or above increased this year. In 2017, discharges reflecting the GAP system are illustrated through the graph below:



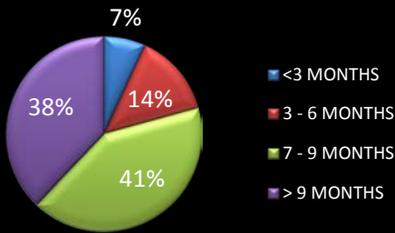
### Length of Stay

**“In planning Re-ED, we resolved to do everything possible to cut down the length of stay, to separate children from their families and schools (even for five days a week) only as long as we are clearly helping, and only up to the point where the system can operate in a reasonably satisfactory manner without our assistance. We feel that limited goals are sensible goals and that one must expand penuriously, and account honestly for, each day that a child is kept away from home, school, and community, from the normal arrangements for living in our society. We assume that there will be substantial individual differences in responsiveness of children and adolescents to the Re-ED program. Some may stay in a school a few days or weeks; others may require a number of months, even a year or so. But we have from the outset been determined to avoid the trap of assuming that some finite amount of time is required to let the therapeutic process occur. Experience has shown that our aspirations are soundly based. The average length of stay of a child in a Re-ED school today is from four to eight months, and the variability remains great, as it should.” (Nicholas Hobbs, 1982, pg. 259)**

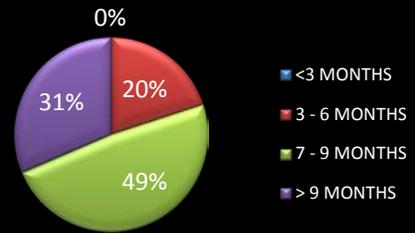
## LENGTH OF STAY 2015 - 2017



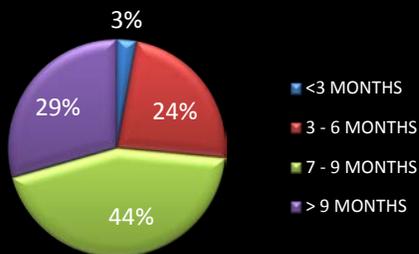
### YOUTH ACADEMY LOS MONTHS 2017



### YORE ACADEMY LOS MONTHS 2017



### YALE ACADEMY LOS MONTHS 2017



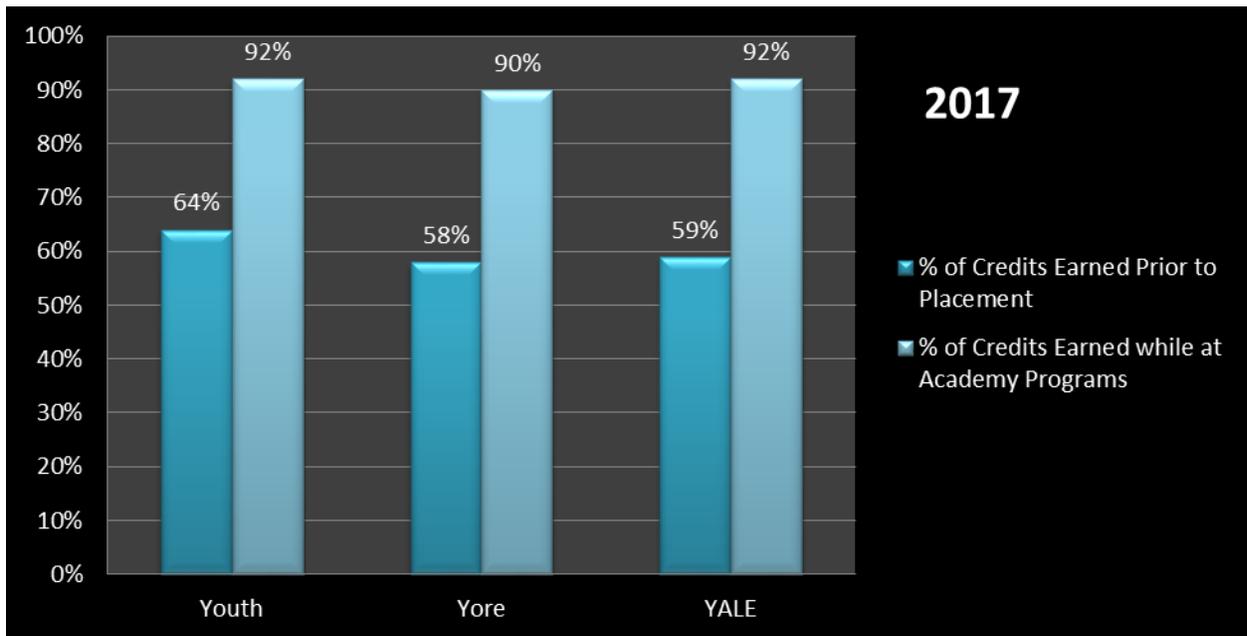
## Academics

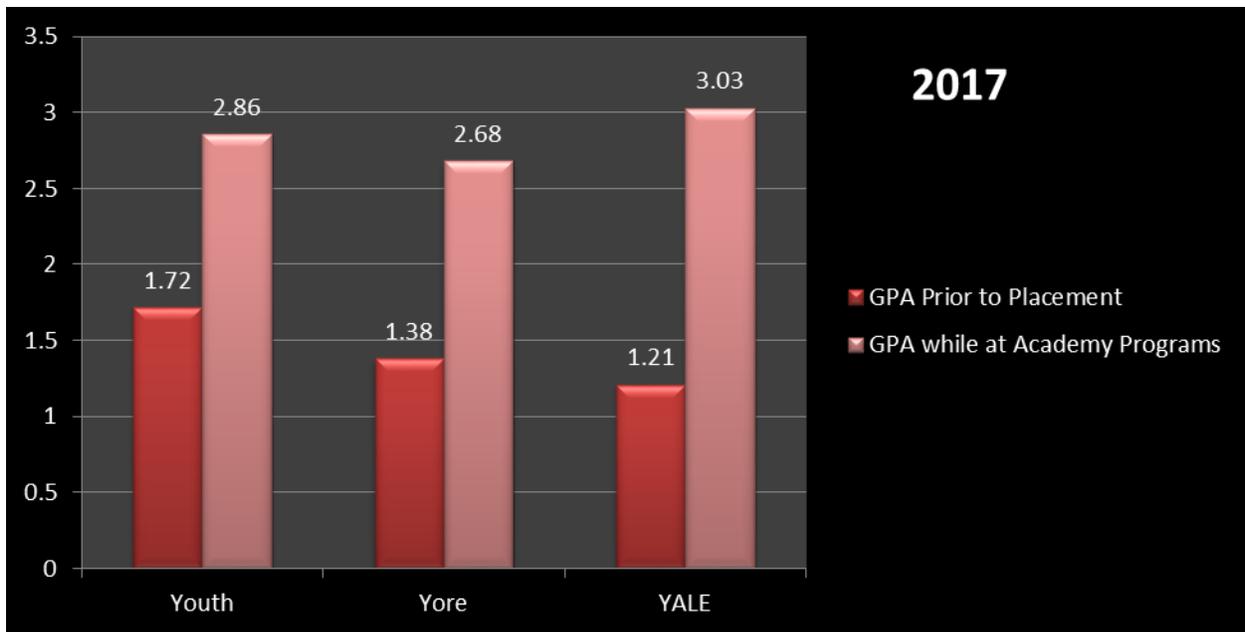
- Our school continues to be the highest academic performing school among all WVDE residential on-grounds schools since we completed our first year in 2008-2009.
  - 74% of incoming students tested below grade level in Reading
    - While at Academy Programs, 54% increased their Reading scores by one full grade level or more
  - 73% of incoming students tested below grade level in Math
    - While at Academy Programs, 56% increased their Math scores by one full grade level or more
- Offer 8 credits during the traditional school year (many public schools only offer 7)
  - Five core subjects of PE, Math, English, Science, and Social Studies
  - Special Education and Options Pathways
  - Electives include but are not limited to Automotive Technology (Students are able to earn a National certification as a student ASE Certified Mechanics), Forestry, Career Integrated Experiential Learning, Communications, Geography, Piano, Art, Music Appreciation, Health, Computer Applications, Psychology, Sociology, Medical Terminology, Parenting, Child Development, Criminal Justice, Test Strategies, Journalism, Virtual School programming
- A full thematic based summer school is offered in which students can earn up to two credits toward high school graduation (the majority of public school systems do not offer a summer school)
- All of our teachers are “Highly Qualified”
- Greater than a 1:1 student to computer ratio
- All student grades, transcripts, etc. are kept on the statewide public school computer system “WVEIS” (West Virginia Education Information System) which makes the transfer of student data for transition back to public schools immediate and seamless
- Federal “Title I” school which enables us to receive federal funding to run academic programs for at risk children.
  - Tutoring [during school week as well as hiring teachers to work on Saturdays for tutoring and Academic Remediation, Enrichment, and Acceleration (AREA)]
  - Reading Intervention specialist
  - Transition Specialist with discharge transition services for up to 12 months
- As a result of the CTE program, we are now able to do the “Option Pathways,” which increases opportunities to earn a high school diploma through alternative methods
- Our Automotive Technology program has received commendations for the effective implementation of Simulated Workplace initiatives
- Students may be enrolled in distance learning classes:
  - “Credit Recovery” classes for students that have previously failed a class and need to retake that class for a credit
  - “Virtual School” for students that need a particular class that our school either can’t offer or that class won’t fit in our course offering schedule
  - College classes
  - Career Technical Education coursework
- Numerous other ODTP schools have toured our school due to directives from the superintendent as we are considered “the model school” for ODTP

- Implement a “Positive Behavior Support Program” called Reaching for the Stars, which recognizes academic excellence (3.25 in all eight classes for the week), appropriate behaviors, and perfect attendance.
- All students enrolled in our school have all academic performances analyzed through IDT reports (monthly), Reaching for the Stars reports (weekly), level reviews, academic recognition both monthly and quarterly
- Individualized instructional plans are developed for each student, regardless of whether they are special education or not. Instructional strategies have been commended by the WV Board of Education’s auditing agency, Office of Education Performance Audits
- Mandatory Comprehensive Semester Exams (all 8 classes each semester)
- Successful educational audits by:
  - Special Education
  - Federal Title I
  - WV Board of Education Administration
  - Simulated Workplace
- The 2017 West Virginia Department of Education’s Office of Diversion and Transition Programs Teacher of the Year is Hannah Long, one of our English teachers. This gives us two state teachers of the year. (Chris Kelley is a previous Teacher of the Year)
- Won a state award for “Best Collaboration with Title I Teacher”

**2017 Pre-Placement Data vs Placement Data**

**Credits**



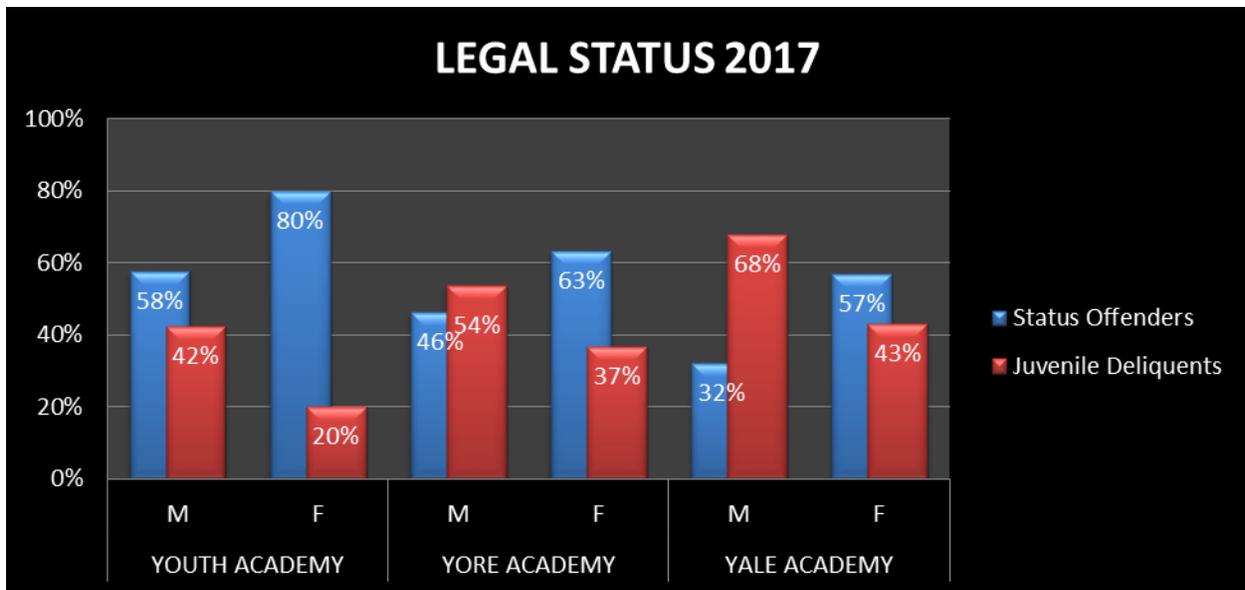


### **Legal Status**

A status offense is a noncriminal act that is considered a law violation only because of a youth’s status as a minor. Typical status offenses include truancy, running away from home, violating curfew, underage use of alcohol, general incorrigibility or being beyond parental control. Status-offending behavior is often a sign of underlying personal, familial, community, and systemic issues, similar to the risk factors that underlie general offending. Sometimes these underlying issues contribute to delinquency later in life, putting youth at a higher risk for drug use, victimization, engagement in risky behavior, and overall increased potential for physical and mental health issues, including addiction.

Juvenile delinquents are minors, usually defined as being between the ages of 10 and 18, who have committed some act that violates the law. These acts aren't called “crimes” as they would be for adults. Rather, crimes committed by minors are called “delinquent acts.” They often include antisocial or criminal conduct. Delinquent acts may include crimes against persons, crimes against property, drug offenses, and crimes against public order. There are many factors that contribute to juvenile crime, including, but not limited to, poor education, low school attendance, peer pressure, disadvantaged socioeconomic status, and substance abuse. Juvenile delinquents are often confined to cells, without benefit of programming that would bring about change.

Academy Programs serves youth from both categories. We believe it is the most appropriate approach to provide treatment in a high quality residential treatment program versus placing a kid behind bars in jail. The graph below illustrates our population in 2017:



## CAFAS

Designed for youth aged 5 to 19, the Child and Adolescent Functional Assessment Scale (CAFAS) is the gold standard tool for assessing a youth's day-to-day functioning and for tracking changes in functioning over time. The CAFAS assesses functioning across 8 critical life subscales assessing the youth, as well as two scales to assess caregiver functioning. The CAFAS yields both a total score and 10 individual subscales scores. The total score represents the total level of dysfunction and can be used to recommend intensity of treatment required. The individual subscale scores can be used to inform the focus of treatment and to monitor change in behavior over time.

### **Youth Scale:**

**School** - Ability to function satisfactorily in a group educational environment

**Home** - Willingness to observe reasonable rules and perform age appropriate tasks

**Community** - Respect for the rights and property of others and conformity to laws

**Behavior Towards Others** - Appropriateness of youth's daily behavior

**Moods** - Modulation of the youth's emotional life

**Self-Harm** - Ability to cope without resorting to self-harmful behavior or verbalizations

**Substance Use** - Substance use and whether it is inappropriate or disruptive

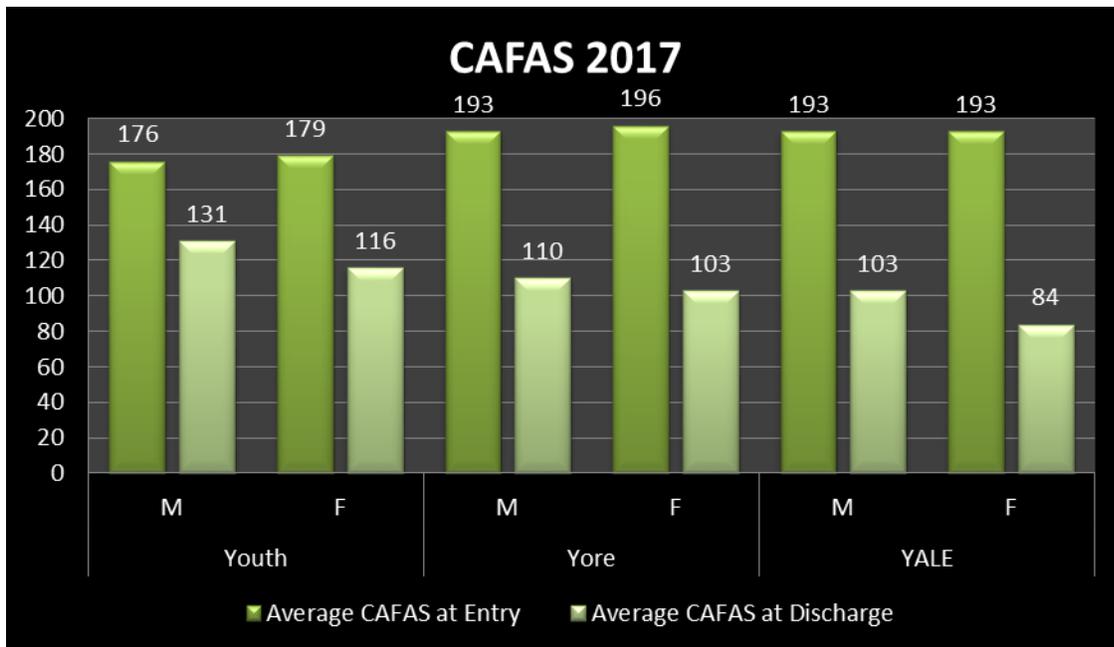
**Thinking** - Ability of the youth to use rational thought processes

### **Caregiver Scale:**

**Material Needs** - Extent to which the youth's need for resources such as food, clothing, housing, medical attention and neighborhood safety are provided for

**Social Support** - The extent to which the youth's psychosocial needs are met by the family

Scores of 140 and higher indicate that the youth likely needs intensive treatment, the form of which would be shaped by the presence of risk factors and the resources available. As indicated in the chart below, students receiving services at Academy Programs consistently demonstrate a positive decrease in CAFAS score from intake to graduation. This trend indicates a consistent improvement in functioning and an increase in the ability to be successful in the student's natural environment upon return to the community.

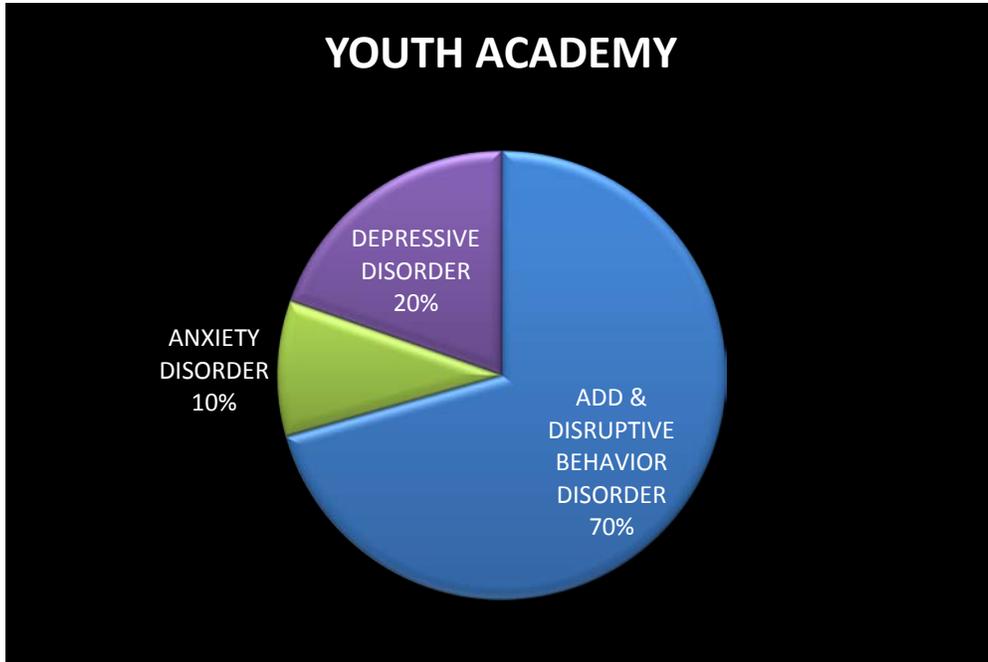


### Presenting Diagnosis and Success Rate

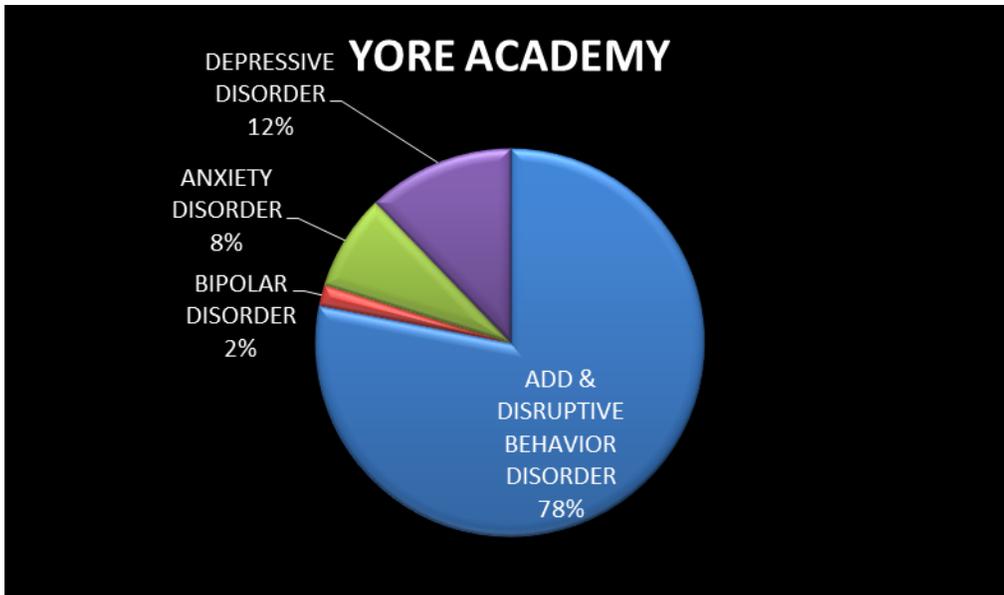
The following charts show the various types of behavior disorders and diagnoses that each one of our programs serves. It also shows the success rate we have seen with treatment of these disorders. The most prevalent presenting disorder across all programs is Attention Deficit Disorder and Disruptive Behavior Disorders.

Successful treatment of presenting diagnosis means that there was a decrease in symptoms and the youth were released to a less restrictive environment upon discharge.

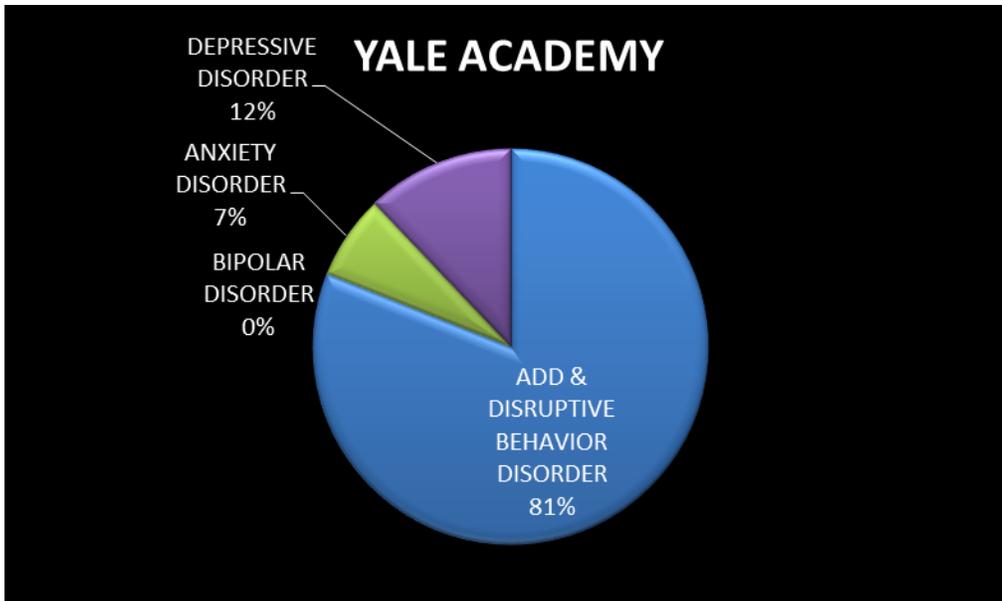
# YOUTH ACADEMY



		TOTAL SERVED	ADD & DISRUPTIVE BEHAVIOR DISORDER	BIPOLAR DISORDER	ANXIETY DISORDER	DEPRESSIVE DISORDER
YOUTH ACADEMY	M	26	19	0	3	4
	F	25	17	0	2	6
Success Rate	M		100%		100%	75%
	F		100%		100%	100%



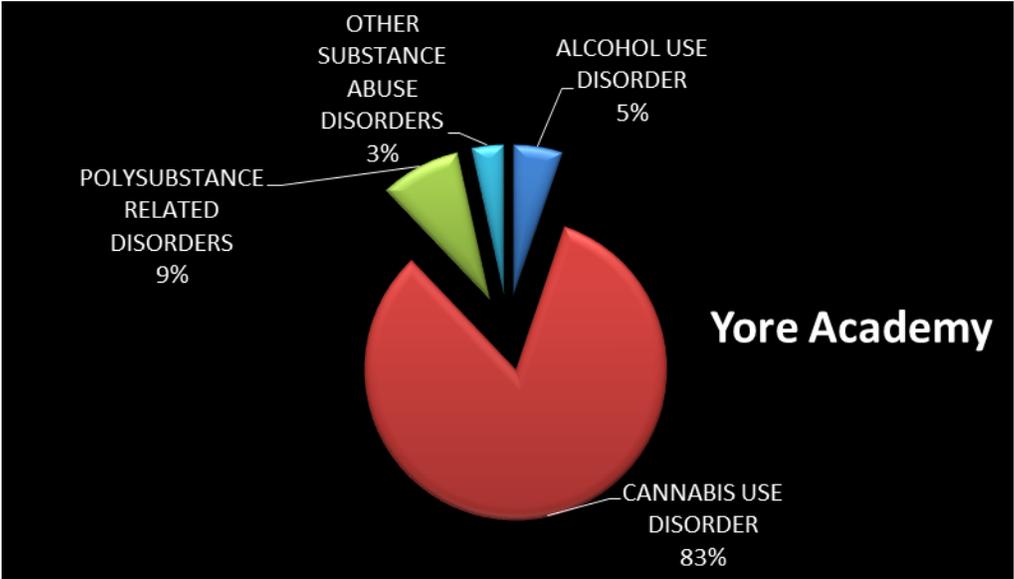
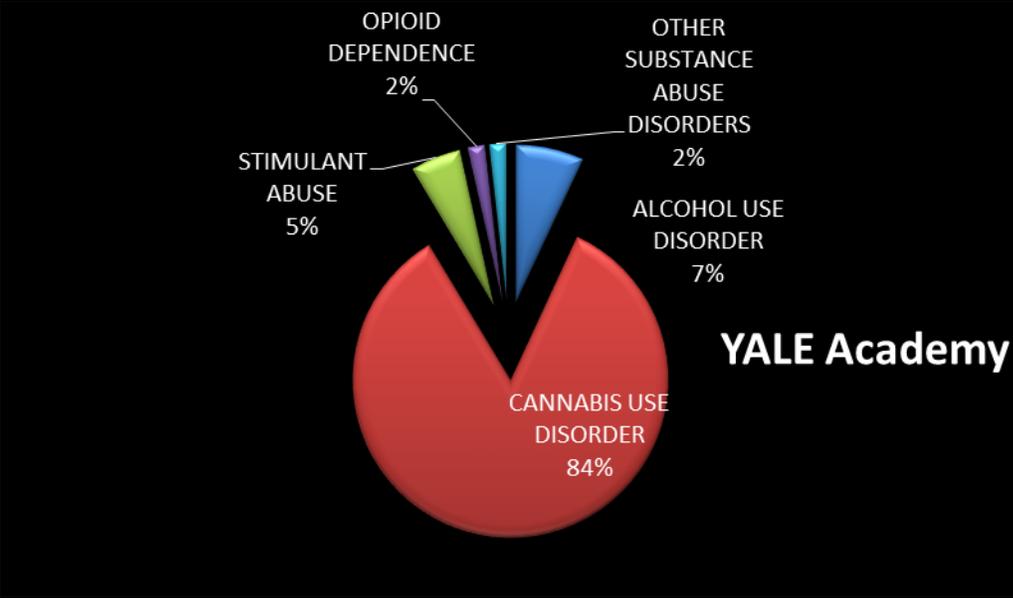
		TOTAL SERVED	ADD & DISRUPTIVE BEHAVIOR DISORDER	BIPOLAR DISORDER	ANXIETY DISORDER	DEPRESSIVE DISORDER
YORE ACADEMY	M	39	31	1	2	5
	F	19	14	0	3	2
Success Rate	M		100%	100%	100%	100%
	F		93%		100%	100%



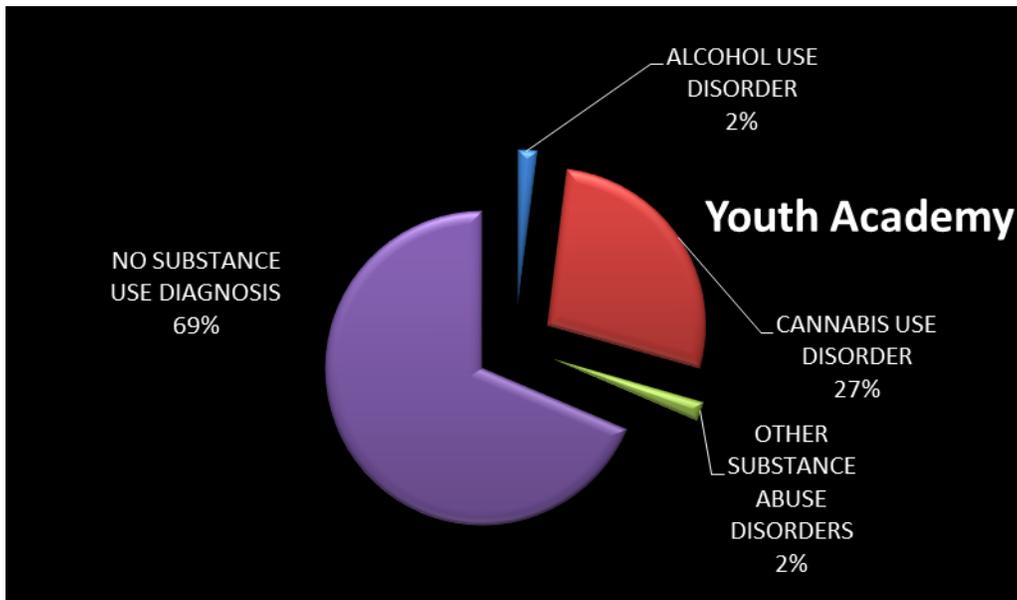
		TOTAL SERVED	ADD & DISRUPTIVE BEHAVIOR DISORDER	BIPOLAR DISORDER	ANXIETY DISORDER	DEPRESSIVE DISORDER
YALE ACADEMY	M	39	29	0	3	7
	F	19	18	0	1	0
Success Rate	M		97%		100%	100%
	F		100%		100%	

### Substance Abuse Diagnoses

The next charts show the demographics of primary substance abuse diagnoses of the residents of the Yore Academy and YALE Academy. The largest category for both males and females still remains Cannabis Use Disorder. This is, in part, due to students' attitude towards marijuana as being "socially acceptable" and non-addictive. There are fewer stigmas attached to marijuana use, so they freely discuss the extent of their use. Students typically admit to using a variety of other drugs, however they tend to minimize the frequency, intensity and duration of that use, therefore not meeting the criteria for diagnosis. After they begin to feel more comfortable in the program, students open up about their true substance use history.



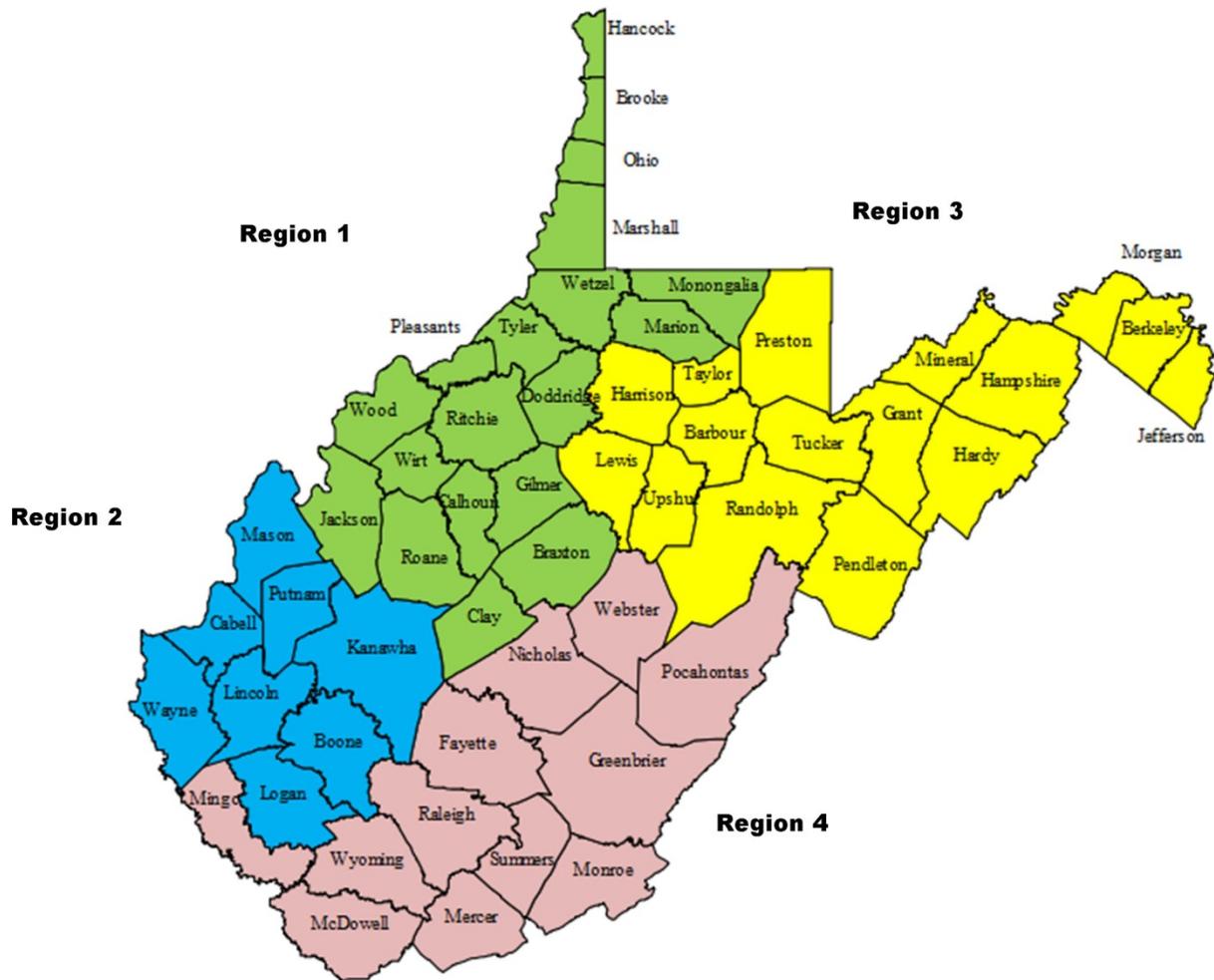
Although the Youth Academy is designed to treat children exhibiting behavioral and/or emotional issues that prevent them from being maintained in their homes, they often have substance abuse diagnoses and/or substance abuse issues at admission, or that are uncovered in the course of treatment. These substance abuse issues are addressed throughout their treatment, in the same way as those dually diagnosed residents of Yore and YALE Academy. As shown below, the prevalent substance abuse disorder in 2017 was Cannabis Use Disorder.



## Referrals

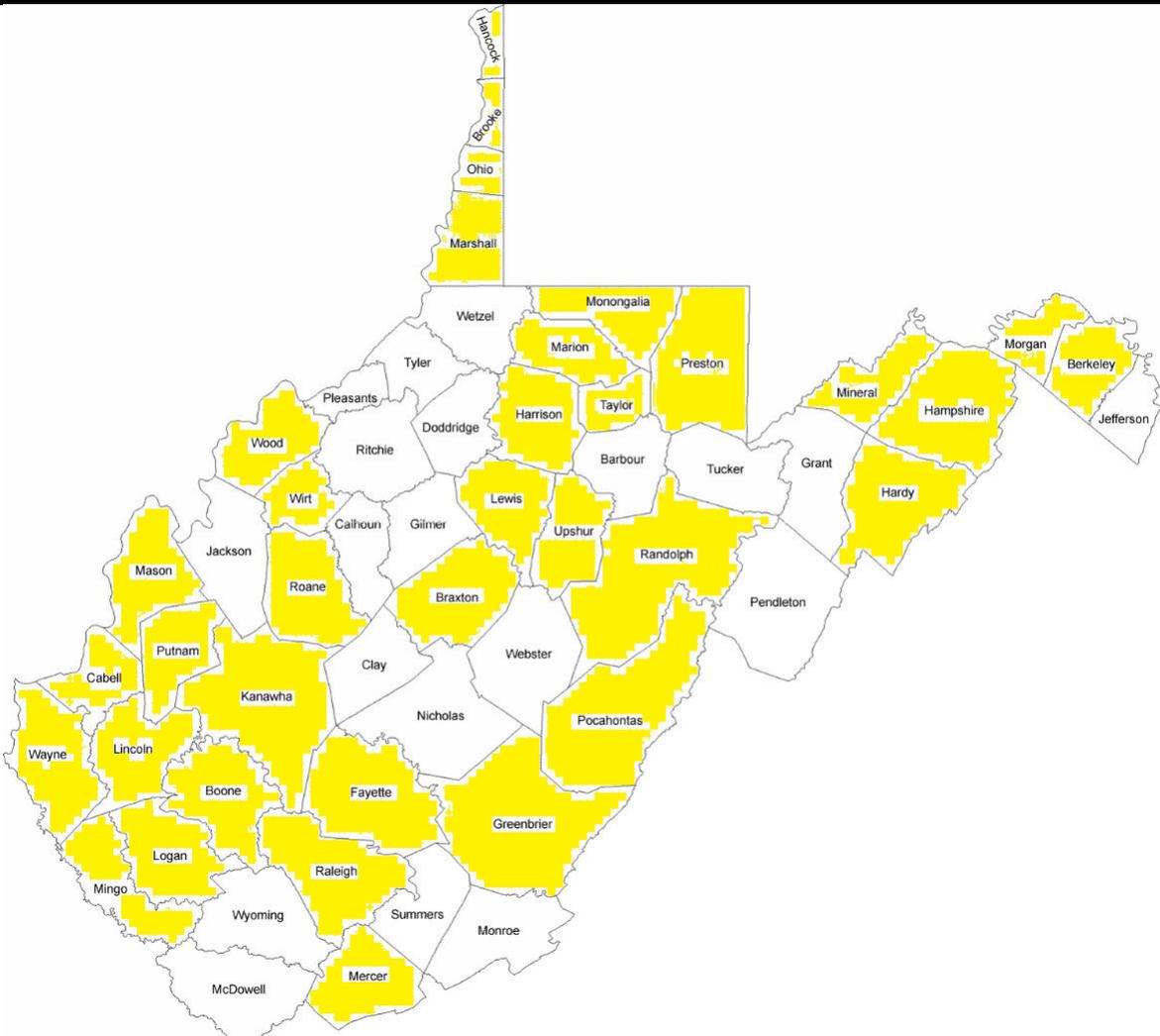
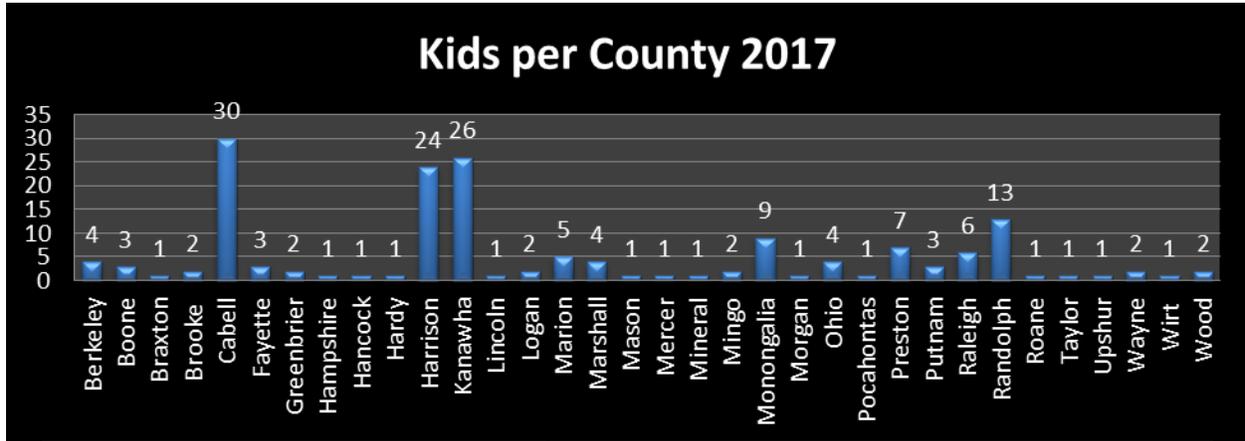
Referrals are received from all over the state. Each program has remained at capacity (or over capacity) for the year. Yore Academy and YALE Academy have been ordered over capacity in order to accommodate the immediate need for substance abuse treatment. The majority of referrals in the past few years were received from Regions II and III.

<b>Youth Academy</b>		<b>Yore &amp; YALE Academy</b>	
<b>Referral Totals by Region</b>		<b>Referral Totals by Region</b>	
<b>Region I</b>	<b>93</b>	<b>Region I</b>	<b>82</b>
<b>Region II</b>	<b>223</b>	<b>Region II</b>	<b>135</b>
<b>Region III</b>	<b>121</b>	<b>Region III</b>	<b>96</b>
<b>Region IV</b>	<b>87</b>	<b>Region IV</b>	<b>49</b>
<b>TOTAL</b>	<b>524</b>	<b>TOTAL</b>	<b>362</b>



## Referrals Served

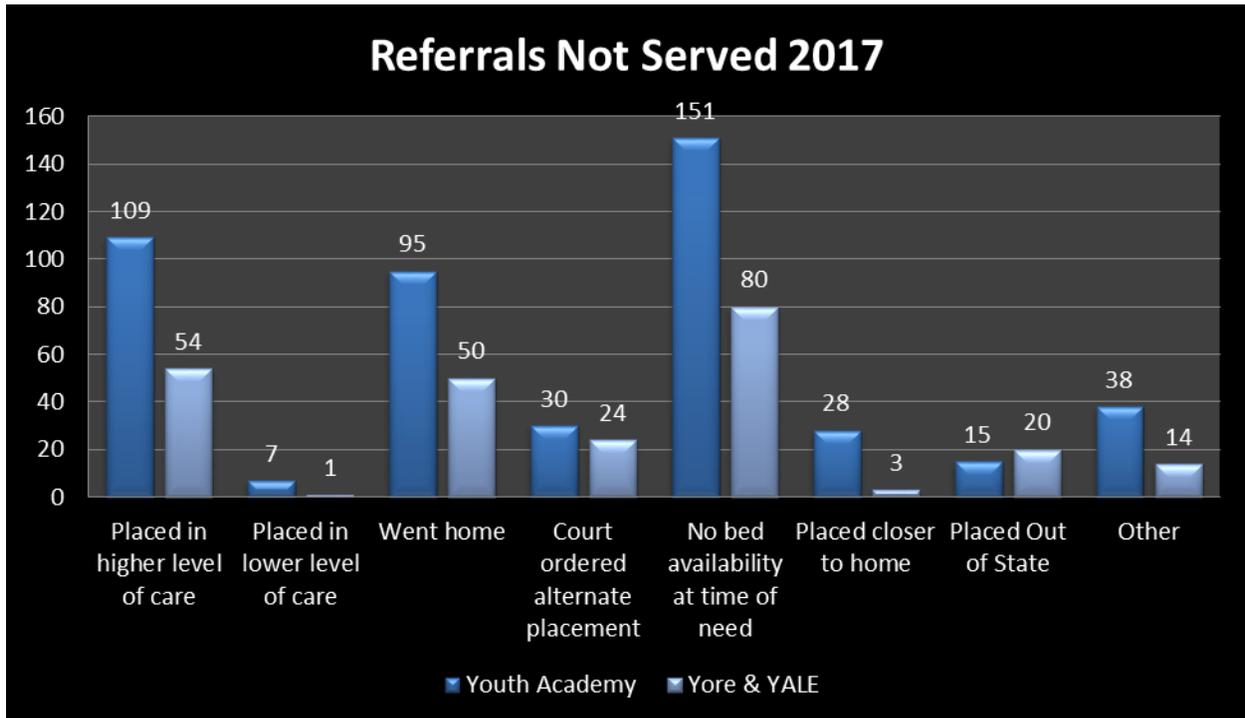
A total of 167 kids were served across all three programs in 2017. Academy Programs served 36 counties, with the highest number of kids being from Kanawha, Harrison, Cabell and Randolph counties. The graph below illustrates the total numbers per county and the counties served.



## Referrals Not Served

Academy Program is not able to serve all the children that are referred for treatment. A total of 886 referrals were received, while 719 had to seek treatment elsewhere.

	<b>Youth Academy</b>	<b>Yore &amp; YALE</b>
<b>TOTAL</b>	<b>473</b>	<b>246</b>
Male	277	173
Female	196	73
Placed in higher level of care	109	54
Placed in lower level of care	7	1
Went home	95	50
Court ordered alternate placement	30	24
No bed availability at time of need	151	80
Placed closer to home	28	3
Placed Out of State	15	20
Other	38	14



**Critical Incident Review Team (CIRT)**

The CIRT is charged with reviewing and identifying trends within the critical incident process and to identify programmatic issues needing addressed. It is important to note that a single behavioral occurrence can result in multiple incidents (i.e. two students in an altercation may result in incidents of physical aggression, verbal threats, and a physical intervention). The average number of incidents per day in each program is low.

	<b>YOUTH ACADEMY</b>	<b>YORE ACADEMY</b>	<b>YALE ACADEMY</b>
Physical Aggression/Other	280	206	105
Absent w/o Permission	39	33	12
Client Injury	119	118	85
Medication Error (non-psycho)	22	30	17
Medication Error (psychotropic)	15	10	8
Medication Refusal	27	28	6
Medical Emergency	2	12	1
Self-Harm	0	0	1
Suicide Verbal Ideation	16	4	2
Suicide Verbal Threat	5	2	0
Suicide Attempt	1	1	0
Negative Social Behavior	101	105	49
Substance Abuse	14	13	30
Sexual Assault/Misconduct	4	6	3
Contraband	1	0	5
Physical Intervention	123	37	26
Client Injured	0	0	0
YA Staff Injured	0	0	0
Property Damage	0	1	1
Search	2	3	8
Abuse Allegation to : Staff	0	0	0
Abuse Allegation to : Family	0	1	0
Abuse Allegation to : Others	2	1	0
Type of Allegation: Physical	0	0	0
Type of Allegation: Sexual	2	2	0
Negative Action: Verbal-Client	0	1	0
Negative Action: Physical- Client	1	1	0
Allegation Reported to IIU	0	0	0
Legal Authority Notified	1	0	0
Other	1	1	1
<b>TOTAL INCIDENTS</b>	<b>778</b>	<b>616</b>	<b>360</b>
<b>AVG. INCIDENTS PER DAY</b>	<b>2.1</b>	<b>1.7</b>	<b>1.0</b>

## **Safety Committee Year End Report 2017**

### **Monthly Walk Through Report:**

The walk through reports for 2017 addressed minor maintenance and repair issues due to damage caused by students. Cottage cleanliness was also monitored closely. Plans of action focused on specific groups and areas that needed attention. No trends or patterns were noted. Program Directors and Team Leaders inspect cottages daily.

### **Fire Drill Report:**

Monthly review of fire drill records indicate that fire drills occurred in appropriate time frames and were completed successfully. Drills were completed at different times of the day to include all staff.

### **Outdoor Programming/Safety & Supervision:**

Outdoor experiences provide diversity in programming. Group processes outside the home, cottage or classroom challenges individuals and the group to expand their interactive and social skills to a higher level. Staff must be aware that outdoor experiences may initiate “actual and perceived risks” for various youth or groups that must be managed therapeutically and educationally. The first priority for staff and groups is to foster safety and supervision while groups are conducting activities “Across the Stream”. All groups completed a packet on safely conducting outdoor activities.

### **Inclement Weather Drill:**

The Inclement Weather Drill was enacted on March 24, 2017. Due to an impending weather event that included high winds, Program Director Lamar Allen directed all staff and students to return to their cottages and crouch down beside the east wall. Team Leaders utilized the radios for notification to all groups. Staff quickly moved through campus to ensure that everyone heeded the warning. Everyone safely made it into the cottages prior to the storm. After the storm passed, PD Allen notified all groups to resume activities.

### **CIRT Report:**

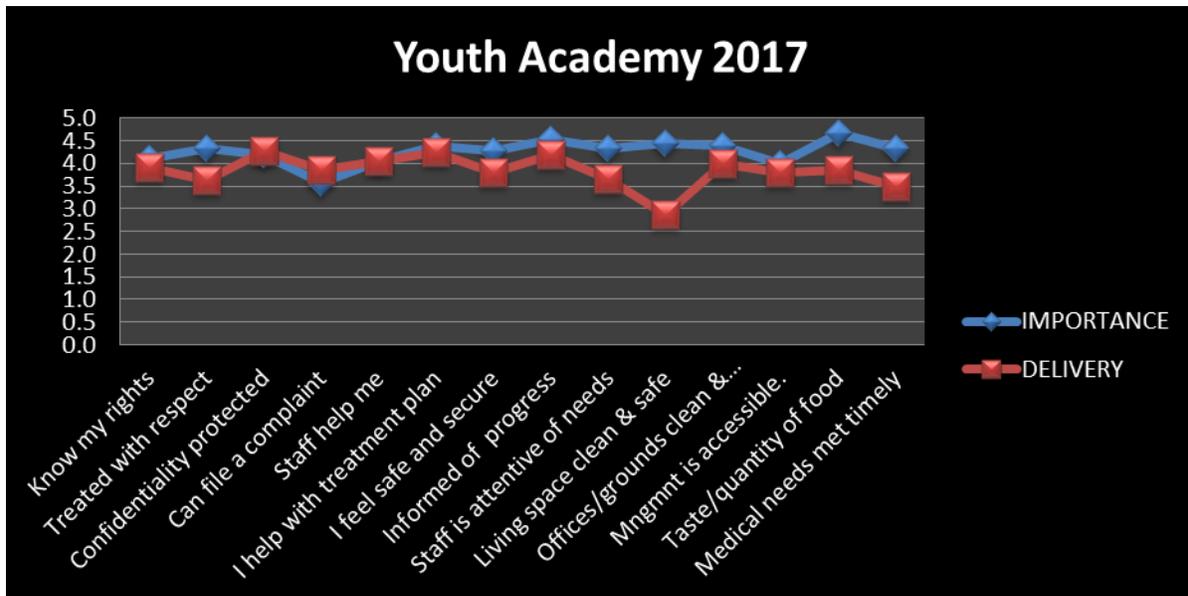
Critical and noncritical incidents are monitored closely. Physical aggression in the Youth Academy and Yore Academy was elevated for several months and was group/kid specific. De-escalation techniques were utilized to reduce physical confrontation. Physical Intervention was used to keep students safe. Medication errors increased over the year. Staff were retrained on the proper protocols and additional notifications were used. Medication refusals were investigated and found to be behaviorally related. All suicide threats/ideations are immediately referred to the Director of Treatment for assessment and plan of action. Substance Abuse numbers include incidents of nicotine usage as well as narcotics.

## Satisfaction Surveys 2017

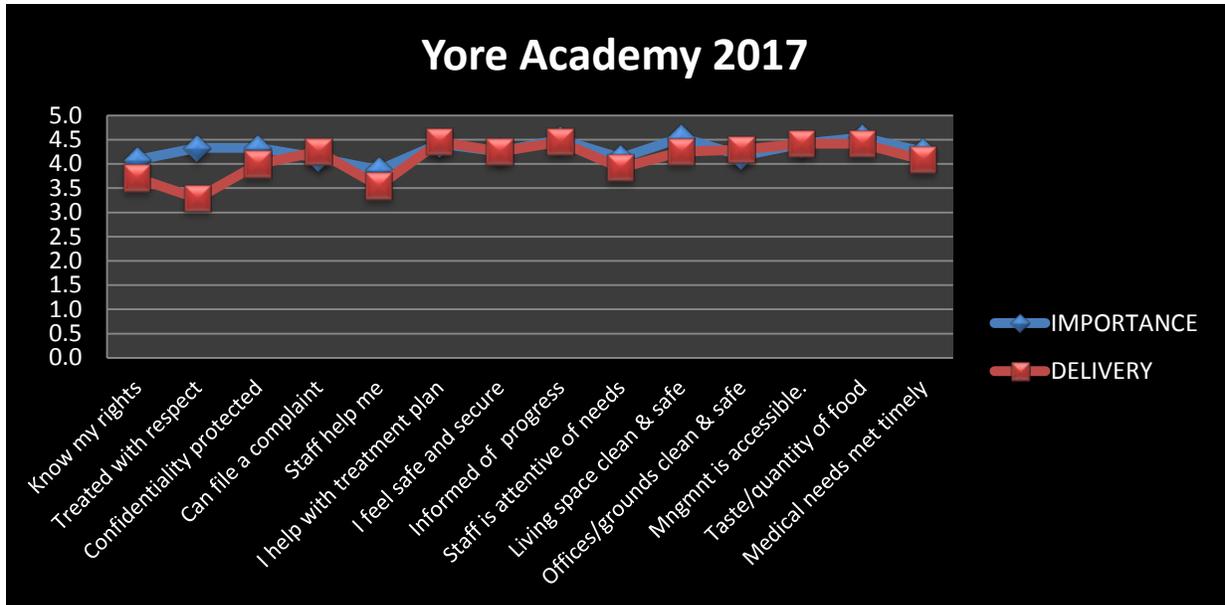
### Resident Surveys

Satisfaction surveys were completed by the residents in each program. Each youth was asked to rate the importance of each topic and then rate their satisfaction of the service delivery of each topic. Any gap of more than 1 between importance and delivery is considered an opportunity for improvement.

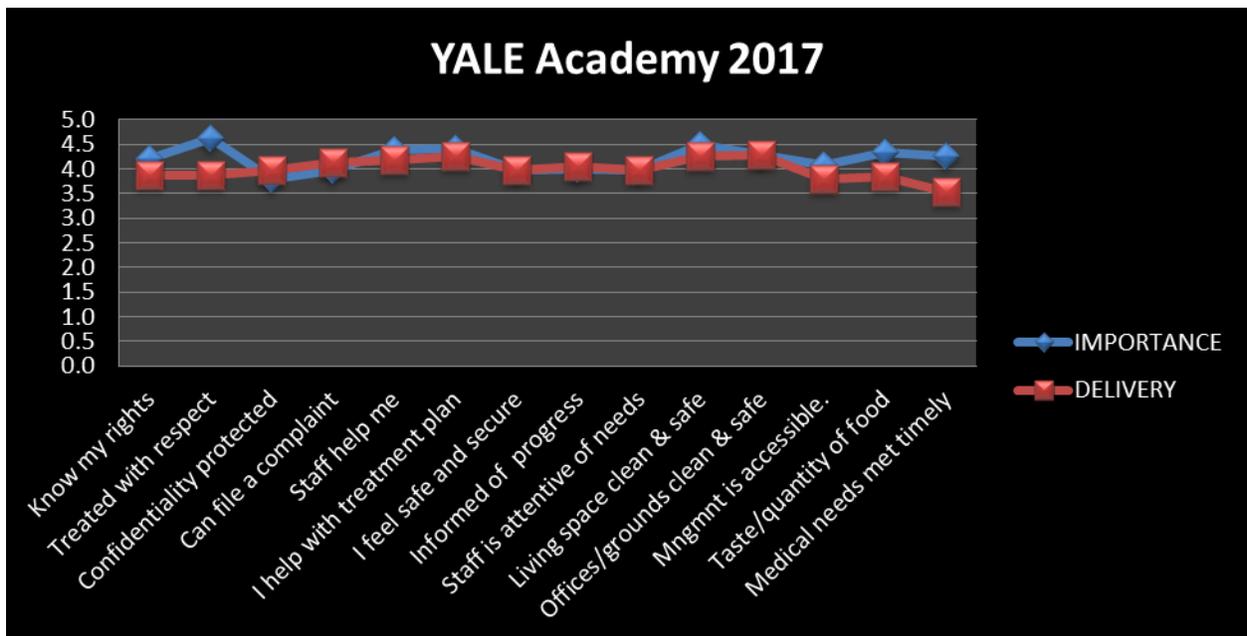
Youth Academy – only one opportunity for improvement needed to be addressed - living space cleanliness in the boys' cottage. As the boys are also tasked with keeping their living space clean, they were able to provide some good, workable systems for maintaining cleanliness and order in their cottage. On a positive note, several youth added complimentary comments about the staff who worked with them again this year.



Yore Academy – one opportunity for improvement noted was being treated with respect. The students were able to discuss perceptions of disrespect versus actual occurrences. They problem solved how to be respectful and the importance of giving and getting respect. Several positive comments were added regarding staff who worked in Yore Academy, as well as the food service.

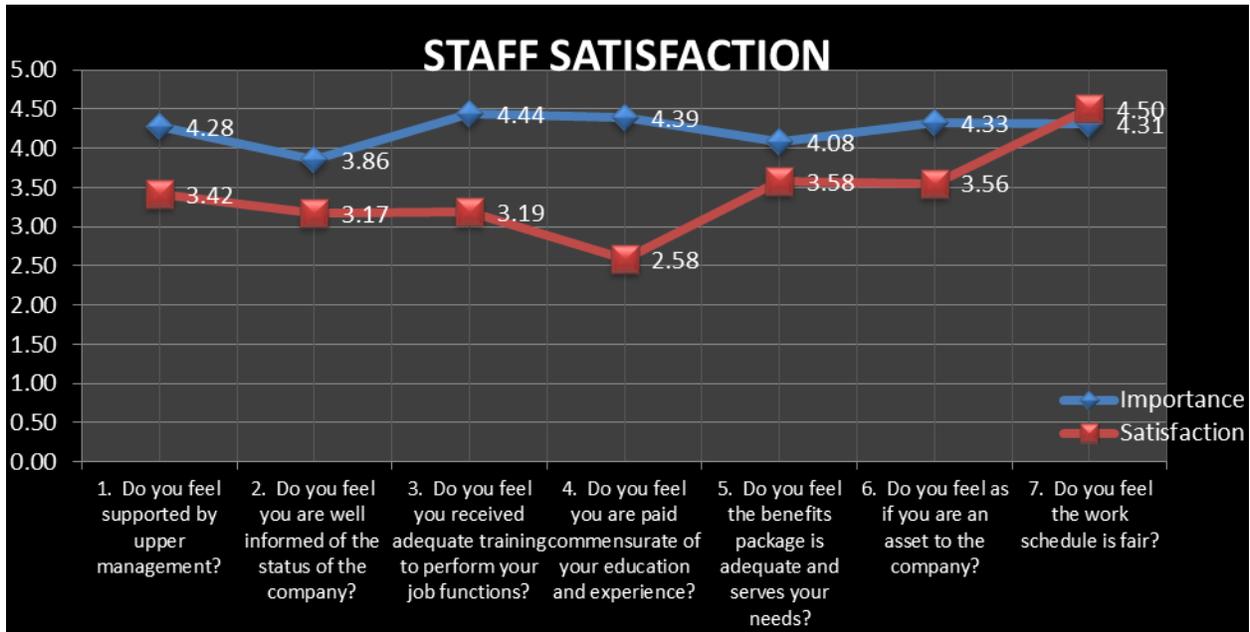


YALE Academy – there were no areas for improvement noted. The students cited a need for consistency from all staff. They were complimentary of different staff in their cottage.



## Staff Surveys

Surveys were also distributed to all staff to ascertain their satisfaction with employment at Academy Programs. Opportunities for improvement were noted for two areas – training and salary. Comments from staff cited the new scheduling pattern as a positive attribute, requests for ongoing training and suggestions for salary increases.



## General Staffing Patterns and Staff Turnover

Staffing experience continues to be the most essential piece in program success. All staff complete a two week training period that includes shadowing staff in groups. This allows for support from senior staff/training personnel and time for new hires to experience group life while receiving feedback and having questions answered. All staff is required to complete a 90 day probationary period of employment. During this period an employee goes through a more extensive training and shadowing of senior staff. Training and nurturing the skill level of our staff is critical to retention, which is the key component in the quality treatment we are able to offer the youth in our care. As a company we still encounter the same obstacles with staffing. Academy Programs is not competing with like companies to retain employees, but rather with other industries that provide the same or higher salaries and do not include the level of tension and stress that is commonly associated with this industry.

A total of 27 direct care staff left their positions at Academy Programs in 2017. Wages and positions varied, but the majority of the employees who left were Teacher/Counselors I or II. Total Teacher/Counselor turnover rate for the year was 31%.

Suggestions for improvement from staff are listed below:

- Create more training opportunities for staff development.
- Salary increases/incentives
- Recognize those employees who go above and beyond to make them feel valuable.

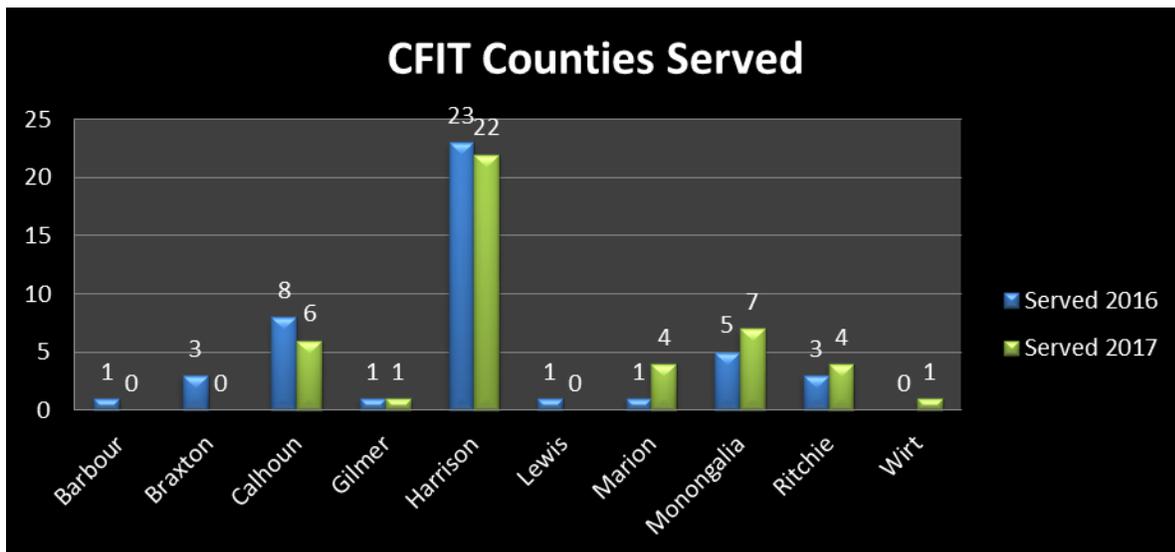
## Smart Recovery

SMART, stands for, Self-Management and Recovery Training. This is a self-empowering addiction recovery group which focuses on assisting participants in learning a variety of tools for recovery. The program is based on scientific research, more specifically, the REBT (Rational Emotive Behavior Therapy) Model, which is a form of psychotherapy. SMART differs from Alcoholics Anonymous, Narcotics Anonymous and other 12-step programs. SMART teaches self-empowerment and self-reliance. It provides meetings that are educational, supportive and include open discussions. In addition to substance abuse recovery, it addresses positive choice making for all students. Individuals are taught techniques for self-directed change.

Individuals concentrate on their own desire to make better choices, focusing on recovery in lieu of a moderation approach. At Academy Programs, all youth participate in SMART Recovery from entry to graduation. The youth's progression through SMART is dependent on self-management. Youth are prepared to transition into an online meeting after discharge, therefore offering them an even greater chance of success.

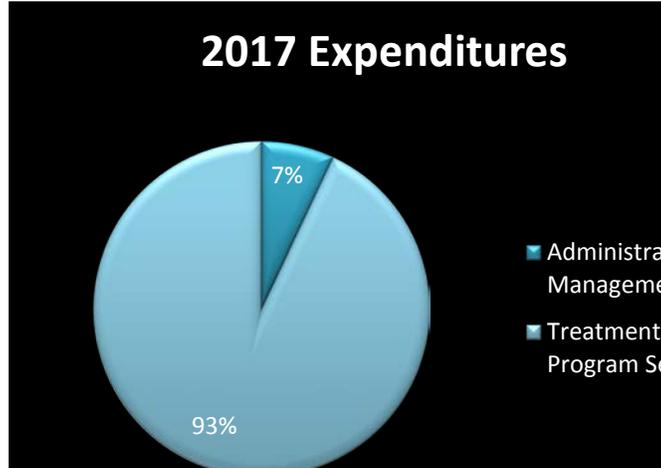
## Community and Family Intensive Treatment

The Youth Academy provides accountable, effective, family-centered, community based services which are delivered in the least restrictive and most efficient manner. The ultimate objective of the CFIT services program is to maintain youth who are at risk of removal from their biological home or alternative family living arrangement in their home setting. Services may also be provided to transition a youth being placed back into their home from out-of-home placement. The majority of referrals received were for Comprehensive Planning and Assessment Services (CAPS), while the remainder was parenting. CFIT received referrals and provided services in the counties indicated below over the last two years.



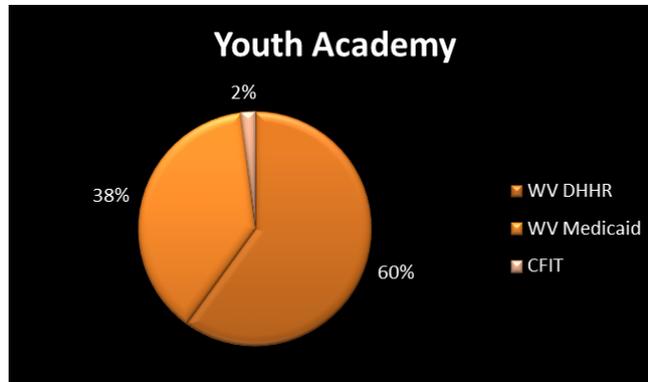
**Revenue & Expenditures**

<b>2017 Expenditures</b>	<b>% of Expense</b>
<b>Administrative &amp; Management</b>	<b>7%</b>
<b>Treatment &amp; Program Services</b>	<b>93%</b>



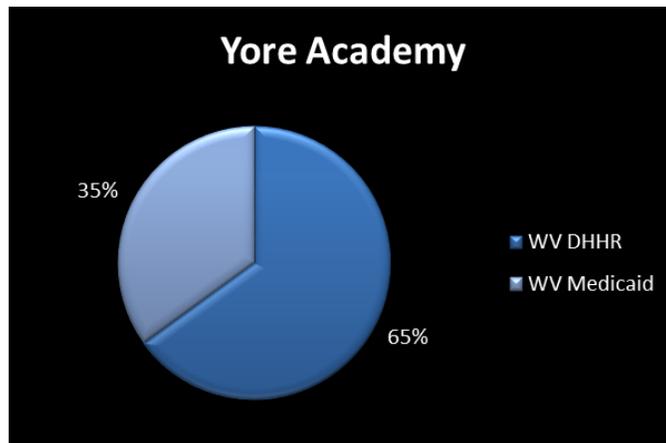
**YOUTH ACADEMY**

<b>Sources of Revenue</b>	<b>% of Revenue</b>	<b>Dollar Amount</b>
<b>WVDHHR</b>	<b>60%</b>	<b>\$1,219,583.00</b>
<b>WV Medicaid</b>	<b>38%</b>	<b>\$777,083.00</b>
<b>CFIT</b>	<b>2%</b>	<b>\$34,382.00</b>
	<b>Total:</b>	<b>\$2,031,048.00</b>



**YORE ACADEMY**

<b>Sources of Revenue</b>	<b>% of Revenue</b>	<b>Dollar Amount</b>
<b>WVDHHR</b>	<b>65%</b>	<b>\$1,642,258.00</b>
<b>WV Medicaid</b>	<b>35%</b>	<b>\$874,034.00</b>
<b>Total:</b>		<b>\$2,516,292.00</b>



**YALE ACADEMY**

<b>Sources of Revenue</b>	<b>% of Revenue</b>	<b>Dollar Amount</b>
<b>WVDHHR</b>	<b>66%</b>	<b>\$1,649,169.00</b>
<b>WV Medicaid</b>	<b>34%</b>	<b>\$858,572.00</b>
<b>Total:</b>		<b>\$2,507,741.00</b>

