

## San Diego County Juvenile Justice Commission 2015 Inspection

*According to Welfare and Institutions Code 229, the Juvenile Justice Commission conducts annual inspections of the juvenile detention facilities in San Diego County. It shall report the results of such inspections together with its recommendations based thereon, in writing, to the Juvenile Court and to the Board of State and Community Corrections.*

### A. Detention Facility Information:

<b>Facility Name:</b>	
<b>SAN PASQUAL ACADEMY</b>	
<b>Facility Address:</b>	<b>Date of Inspection:</b>
17701 San Pasqual Valley Road Escondido, CA 92025-5301	April 28, 2015
	<b>JJC Chair:</b> Kathleen Edwards
	<b>JJC Admin. Officer:</b> Scott Brown
	<b>JJC Admin. Assistant:</b> Amber Scott
	<b>CWS Director:</b> Debra Zanders-Willis
	<b>Presiding Judge of the Juvenile Court:</b>
	Hon. Carolyn M. Caietti
<b>Facility Administrator:</b>	<b>Telephone:</b>
Tia Moore, Academy Manager	(760) 233-6005
<b>Staff and Representatives Interviewed / Met with in Person:</b>	
Yvette Davis, Principal Rex Sheridan, Mental Health Services Director, New Alternatives, Inc. Tim Farley, Assistant Executive Director, New Alternatives, Inc. Tia Moore, Academy Manager, New Alternatives, Inc. Sean Morrill, San Diego County Office of Education	
<b>Overview:</b>	
The San Pasquale Academy presents a beautiful, state of the art facility. The addition of a football field, tech center and updated boys and girls recreation centers, places this facility in a league of its own. The represented staff appear extremely professional and dedicated and most have been on staff since the opening of the facility. The administrators, etc. have skin in the game and assume responsibility and a desire for expansion and growth. A serious and specific conversation was held regarding the academic standing and qualifications of SPA since the last review. Work is ongoing to ensure that students are offered University of California "a-g" college prep courses in class on the campus. Currently, San Pasqual offers many a-g courses online, but English-Language Arts is the only a-g course currently offered in a classroom setting. The Academy will offer a-g Integrated Math beginning in Fall 2015, and, as reported last year, is still working on submitting courses for certification in the areas of Laboratory Science, Visual and Performing Arts and History-Social Science. It has become clear that some of the confusion and misinterpretation of SPA academic reviews have been the result of unclear measurement standards. For example: County HS graduation rates are based solely on the number of students graduating in four years' time as opposed to SPA, where ALL annual graduates are counted--even if a student has taken five or so years to accomplish this mission. Also, foster youth at SPA perform higher academically than foster youth in mainstream schools. It is fair, however, to view their performance in comparison to	

both mainstream students AND foster youth in county schools. SPA's college acceptance and continuing education are increasing. They have established credible rapport with several UC and California State schools and continually record tracking. Reported statistics support this. Discipline does not seem to be an issue on campus, as an honor code and peer review standard prevail.

## **B. Recommendations:**

The 2015 Juvenile Justice Commission recommends that the San Diego County Office of Education:

1. University of California certified "a-g" courses: That San Pasqual secure UC certification for in class Laboratory Science and History-Government courses and offer those courses in class within the next year. To date, only one UC certified course, English-Language Arts, is available on an in class basis. Integrated Math will begin in Fall 2015, but a goal of offering Laboratory Science and History-Government courses in class for Fall 2016 would be ideal.
2. Special Education needs: That closer attention be paid to students who may need an Individual Education Plan (IEP). Currently, 23 of the 85 students (27%) have IEPs. Last year, 23 out of 82 students (28%) had IEPs. Given the fact that 80% of the students have Axis I disorders, should the Academy be looking more closely at the IEP issue? San Pasqual Academy employs one full-time Special Education teacher and a part-time instructor for two days per week.
3. Intersessions: This is the County Office of Education's term for courses offered during academic vacation breaks and during the summer. San Pasqual reports that 60% of students attend inter-session courses and that the courses offered during the summer are for credit recovery. Staff reports that the change of faculty during the inter-sessions is difficult for the students but that staff works with the students to adjust to the new situation. Would it be possible to structure the inter-sessions to include faculty the students already know? Also, if credit recovery during the summer is for courses taken during the academic year, what can be done to ensure that the student is not failing during the academic year?

The 2015 Juvenile Justice Commission recommends that San Pasqual Academy:

1. Students currently take medications for ADHD (Adderall, Ritalin and Vyvance), depression (Prozac and Paxil), sleep issues (Trazadone) and mood stabilizers (Lamictal). Are these medication levels higher than those for comparable populations? What is done to ensure that students are not over-medicated or inappropriately medicated?
2. Work on better aligning staff ethnic diversity with student ethnic diversity. Last year's report stated that staff diversity among the three major groups was 52% white, 14% African-American and 14% Hispanic, whereas student diversity was 22% white, 29% African-American and 41% Hispanic. New Alternatives stated that this year's staff diversity was about the same. New Alternatives stated that it was very difficult to find qualified Hispanic counselors. The facility manager stated that staff diversity was an issue and that she would like to see better representation from the African-American and Hispanic communities.
3. San Pasqual Academy has a current enrollment of 85 students, compared to 82 last year and a capacity of 184. Last year's inspection report recommended that efforts be made to accept appropriate delinquency youth. Staff reported that one delinquency youth attended for a short time but left during a break and didn't return. Staff also reported that in the past they had students speak directly to the social worker community as a recruiting effort and that they would like to do that again.
4. Staff would like to have the swimming pool heated as sports are an important part of the program at the Academy. Perhaps a solar heating system could be donated?

**C. General Comments from the Inspection Team:**

The County Office of Education stated that the issues identified in the Performance Improvement Plan (PIP) online Federal Program Monitoring (FPM) have been resolved.

**D. Serious Incidents During the Calendar Years:**

2013:

Number of suicides: 0  
Number of attempted suicides: 0  
Number of deaths from other causes: 0  
Number of youth absence without leave (AWOL): 12  
Number of attempted AWOL: 8

2014:

Number of suicides: 0  
Number of attempted suicides: 0  
Number of deaths from other causes: 0  
Number of youth absence without leave (AWOL): 11  
Number of attempted AWOL: 9

**Other Inspections** (please list most recent inspections and dates):

Community Care Licensing: \_\_\_\_\_  
Fire Marshal: 10/10/2014  
Department of Environmental Health: 1/16/2014  
Other: Grand Jury Visit: 1/31/2015  
Other: \_\_\_\_\_  
Date of Last Fire Drill: 1/31/2015

**E. Problems/Complaints Affecting Facility During the Calendar Year:**

2013:

Court Orders Affecting Facility (please have available, if applicable):  Yes  No  
Pending Litigation:  Yes  No

Number of Written Complaints / Grievances Involving:

- Residents: 13
- Attorneys: 0
- Family Members: 0
- Medical: 0
- Abuse: 0

2014:

Court Orders Affecting Facility (please have available, if applicable):  Yes  No  
Pending Litigation:  Yes  No

Number of Written Complaints / Grievances Involving:

- Residents: 7 (all were from the same student)
- Attorneys: 0
- Family Members: 0
- Medical: 0

- Abuse: 0

**SECTION A: FACILITY BACKGROUND**

**A.1 Resident/Staff Composition and Communication:**

The Inspection Team recommends that efforts be made to continue to diversify the workforce, especially in the area of counselors and those in professional positions.

**A.2 General Facility Condition:**

The facility is state of the art in terms of resident accommodations, classroom and sports facilities.

**A.3 Housing/Sleeping Accommodations:**

Housing and sleeping accommodations are modern, clean and up to date. Resident "grandparents" ensure a homelike atmosphere.

**A.4 Storage:**

Storage facilities available to the residents are quite adequate.

**SECTION B: ADMINISTRATION / MANAGEMENT**

**B.1 Admission and Orientation:**

Are minors oriented to rules and procedures?  Yes  No

Are minors given copies of rules and procedures?  Yes  No

Can minors request that rules and procedures be provided in a language other than English?  Yes  No

Can parents request that rules and procedures be provided in a language other than English?  Yes  No

Are minors required to sign a document indicating they understand rules and procedures?  Yes  No

Are rules and procedures posted anywhere in the facility?  Yes  No

If yes, please indicate the number of postings and the locations.

Number: 24

Locations: All residential areas

What steps are taken to ensure that minors are explained the rules and procedures in a developmentally appropriate manner?

During their intake, students review the rules and procedures with the intake social worker as well as their house staff. At this time, they sign the rules and procedures and have the chance to ask questions or raise concerns. Following this meeting, they are regularly reminded of rules and procedures in community meetings, house meetings, and individually as necessary.

**B.2 Personal Property and Monies:**

Are personal property and monies recorded, stored, and returned upon release?  Yes  No

Describe the types of personal property that may be kept in sleeping rooms: Everything that is not seen as contraband or prohibited on a school campus.

**B.3 Youth Release and Transition:**

Are there established protocols for transitioning youth out of the facility and into the community?  Yes  No

Do facility staff members consult with the staff that will be assigned to the youth when they leave to discuss transition-related concerns?  Yes  No

Has the facility received any complaints from parents regarding the transition process?  Yes  No

Has the facility received any complaints from attorneys regarding the transition process?  Yes  No

**B.4 Accommodations for the Disabled:**

Does the facility accept youth with disabilities?  Yes  No

Has this facility been determined to be an inappropriate facility for a youth with a disability (physical, developmental, emotional, psychological, intellectual, etc.) in the 2013 calendar year?  Yes  No

.....in the 2014 calendar year?  Yes  No

**SECTION C: SECURITY AND CONTROL**

**C.1 Permanent Logs:**

Are there policies and procedures in place that describe the types of incidents and occurrences which must be documented on a daily basis?  Yes  No

Are these logs stored electronically?  N/A  Yes  No

If logs are stored electronically, is there sufficient technical support to ensure that the electronic files that contain these logs are not compromised, corrupted, or deleted?  N/A  Yes  No

**C.2 Security Features:**

Does the facility have ample security features (cameras, locks, alarms, etc.)?  Yes  No

Are there staff members on site who have the skills to maintain security features?  Yes  No

**C.3 Security Inspections:**

Does the administrator in charge ever visually inspect the facility for security-related concerns?  Yes  No

If yes, how often: At least weekly.

Are random reviews of security tapes conducted?  N/A  Yes  No

If yes, how often: \_\_\_\_\_

**C.4 Control of Dangerous Materials:**

Are dangerous materials (toxins, biohazards, etc.) stored on site?  Yes  No

**C.5 Non-Hazardous Furnishings:**

Are mattresses and bedding fire-resistant and non-toxic?  Yes  No

**C.6 Control of Contraband:**

Are there written policies that describe contraband?  Yes  No

Are there written policies that describe the disposition of contraband?  Yes  No

Has a weapon been found in the possession of a youth in the facility  
..... in calendar year 2013?  Yes  No  
..... in calendar year 2014?  Yes  No

Has a controlled substance (i.e. alcohol, tobacco, illegal drugs, or  
prescription drugs for which the youth in possession does not have a  
prescription) been found in possession of a youth during the  
..... 2013 Calendar Year?  Yes  No  
.....2014 Calendar year?  Yes  No

Describe if there have been a high number of incidents related to a specific type of  
contraband: Pill containers and smoking paraphernalia

**C.7 Resident Searches:**

Do staff search sleep areas/rooms?  Yes  No

If staff search sleep areas/rooms, do staff search in the presence of  
the youth?  Yes  No

If staff search sleep areas/rooms, is clean bedding or clothes mixed with  
soiled bedding or clothes during this process?  Yes  No

**C.8 Accountability and Supervision:**

Describe measures taken to ensure that youth are supervised in a manner that provides for  
youth and staff safety.

All staff are trained upon their hiring and at regular intervals in Pro-ACT with a focus upon  
de-escalation and preventative strategies to minimize the use of any physical intervention  
or containment. The physical interventions taught in Pro-ACT are only used in the event  
that a youth is a direct and serious danger to themselves or someone else and that harm  
can be prevented through no other action. Searches may be written into the student's  
Needs and Service Plan and conducted in cases where there is a history of risk or in  
engaging in behaviors that place the community or themselves at risk. A basic visual  
search of pockets, clothing, and bags is done upon reentering S.P.A. from a pass or  
alternate placement but not of the client's body. Another measure taken is the completion  
of the student's Needs and Services Plan as well as their Emergency Intervention Plan which  
describes particular ways to handle individual students in moments of crisis or when  
escalated. Part of this plan also includes a supervision addendum which sets the level of  
supervision that they require based on past and current behavior. While all students are  
supervised within the program, some students may require constant adult supervision while  
others can earn varying levels of adult monitoring giving them the ability to develop skills of  
independence.

**C.9 Use of Force/Physical Restraint /Safety Room Procedures/Searches:**

- Are there written policies in place to ensure that force is used only when necessary?  N/A  Yes  No
- Are there written policies in place to ensure that force is used only as long as necessary?  N/A  Yes  No
- Is each instance of a use of force documented?  N/A  Yes  No
- When there is an instance where force is used, does an internal committee or task force convene to discuss the incident?  N/A  Yes  No

**C.10 Non-routine Use of Restraints:**

- Are there written policies in place to ensure that restraints are used only when necessary?  N/A  Yes  No
- Yes  No
- Are there written policies in place to ensure that restraints are used only as long as necessary?  N/A  Yes  No
- Is each instance of a use of restraints documented?  N/A  Yes  No
- If yes, are these documents reviewed by the administrator in charge?  N/A  Yes  No

**C.11 Tool & Equipment Control:**

- Is there a written policy to ensure the adequate control of keys?  Yes  No
- Is there a written policy to ensure the adequate control of tools?  Yes  No
- Is there a written policy to ensure the adequate control of culinary utensils and equipment?  Yes  No
- Is there a written policy to ensure the adequate control of medical equipment?  Yes  No
- Is there a written policy to ensure the adequate control of supplies?  Yes  No
- Is there a written policy to ensure the adequate control of vehicles?  Yes  No

**C.12 Weapons Control:**

- Are weapons of any types permitted in the facility?  N/A  Yes  No
- Is there a weapons locker on site?  N/A  Yes  No

**C.13 Discipline:**

- Are there written policies that describe the discipline process?  Yes  No
- Are measure to taken to ensure that due process is preserved?  Yes  No
- Approximately what percent of discipline grievances/appeals are resolved in favor the youth? \_\_\_\_\_ %

**C.14 Contingency/Emergency Plans:**

- Are there written plans in place for the following contingencies/emergencies? Check all that apply.
- Contagious disease outbreak (Tuberculosis, Flu, etc.)
  - Earthquake

- Fire
- Power outage/failure
- Unit Disturbance or Riot
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_

**SECTION D: DISCIPLINE MODEL**

Discipline does not appear to be a serious issue as an honor code and peer review standard are successfully employed.

**SECTION E: HOSPITALIZATION, ASSAULT AND AWOL HISTORY:**

**E.1 Peer-to-Peer Assaults in Calendar Year:**

2013:

Total number of Peer-to-Peer Assaults: 40 (the majority of which were minor altercations with minimal intervention necessary).

Total number of Peer-to-Peer Assaults resulting in injury requiring treatment: 2

2014:

Total number of Peer-to-Peer Assaults: 25 (the majority of which were minor altercations with minimal intervention necessary).

Total number of Peer-to-Peer Assaults resulting in injury requiring treatment: 3

**E.2 Peer-to-Staff Assaults in Calendar Year:**

2013:

Total number of Peer-to-Staff Assaults: 2

Total number of Peer-to-Staff Assaults resulting in injury requiring treatment: 0

Total number of Peer-to-Staff Assaults resulting in law enforcement/  
police/probation contact: 0

2014:

Total number of Peer-to-Staff Assaults: 2

Total number of Peer-to-Staff Assaults resulting in injury requiring treatment: 1

Total number of Peer-to-Staff Assaults resulting in law enforcement/  
police/probation contact: 1

**E.3 Injuries within the youth "residences" (first aid, medical intervention, or hospitalization) in Calendar Year:**

2013:

Number of Instances: 83 (The majority of these injuries did not require first aid or a higher level of intervention. Most were due to sporting or recreational related activities.)

2014:

Number of Instances: 89 (As reported in the previous years' reports, the majority of these injuries did not require first aid or a higher level of intervention. Most continue to be due to sporting or recreational related activities.)

**E.4 Youth hospitalized for psychiatric reasons (reasons, length of treatment) in Calendar Year:**

2013:

Number of Instances:     3    

2014:

Number of Instances:     2    

**E.5 Youth requiring higher level care (including placement at other NA sites) as temporary stabilization measures (include details: reasons, length, how many were unable to return etc.) in Calendar Year:**

2013:

Number of Instances: 8 (Seven had a short term stabilization plan including necessary treatment and returned to the program. One required a higher level of care and did not return to the program.)

2014:

Number of Instances: 4 (Four youth left and received inpatient substance use treatment with 2 completing treatment and returning to SPA and 2 unable to complete treatment and transitioning to a higher level treatment program.)

**E.6 AWOLs, including facility response and youth return in Calendar Year:**

2013:

Number of Instances:    12   

2014:

Number of Instances: 11 (Nine students AWOLED and returned to placement at SPA.)

**SECTION F: TRAINING, PERSONNEL, AND MANAGEMENT**

**F.1 Child Supervision and Staffing Levels:**

S.P.A. maintains at minimum a 1:6 staff-to-youth ratio and often higher when including supervisory staff, clinical staff, and program support positions. The current level set for SPA through Community Care and Licensing is a 1:10 ratio. Staff supervise in each of the student residences as well as other community and activity areas (gymnasium, rec. rooms, outdoors). Clients are evaluated on a regular basis by the management team, residential staff, and clinical staff to determine their level of supervision.

**F.2 Training:**

Per Community Care and Licensing requirements and Title 22 Regulations, all childcare staff complete a minimum of 40 hours of training initially and 40 hours annually following their hiring. These trainings include in-service trainings on safety, first-aid/CPR, transporting clients, new staff orientation, Pro-ACT, Cultural Competency, etc. Additional trainings focused upon staff improvement and therapeutic skills include parenting training, communication skills, burnout and self-care, self-harm and suicide, solution focused methods, substance abuse issues, psychotropic medication, etc. Staff is also trained in Trauma Informed Care (TIC). This training is done by the clinical staff on site and is periodically refreshed with staff. SPA integrates Trauma Informed Care (TIC) training for staff, including SDCOE teachers and other program partners, as possible.

**F.3 Facility Capacity and Crowding:**

At this time, SPA does not have the issues of crowding within the program due to the fact that SPA has not reached full capacity.

**SECTION G: CLASSIFICATION AND SEGREGATION**

**G.1 Describe how youth are classified and/or segregated:**

Youth are not segregated at the academy other than being separated by gender with a female and male side of campus. House selection is based on many factors which most often include age, risk factors, "goodness of fit" with house parents or lead staff, hobbies and interests, the resident's level of structure needed, etc. After the youth is assigned, there is also flexibility if a change is requested or needed.

**G.2 Orientation:**

Youth are partially oriented before their intake to the Academy through student led tours, campus visits, and an interview process where a thorough program description is given. Upon intake, students meet 1:1 with intake staff, house parents, clinician, and program supervisors to be introduced, oriented, to answer questions, and to familiarize students with the structure and opportunities within the program.

**G.3 Segregation:**

As stated above, youth are not segregated at the Academy with the exception of them being separated by gender in their residences.

**SECTION H: COUNSELING AND CASEWORK SERVICES**

Mental Health services are provided on campus at SPA by an EPSDT funded Full Day Rehabilitation program. This program offers milieu-based psychotherapy provided by BBS registered clinicians (individual therapy, group therapy, and family therapy), medication monitoring, basic medical services (2 LVNs on-site), recreational therapy, and a performing arts extra-curricular program. Program clinicians provide services, groups, trainings, and sessions after school each day, and there is a clinician assigned to each home on campus so they work collaboratively with house staff and other providers.

**SECTION I: GRIEVANCES, REPORTING INCIDENTS AND STAFF MISCONDUCT**

Is there a formal grievance policy?  Yes  No

Are written grievances reviewed daily?  Yes  No

Are grievances tracked in some manner that would permit facility leaders to observe trends in grievance reports?  Yes  No

Is there a method for youth to be able to express concerns about the facility to a staff member who is not assigned to their cottage?  Yes  No

Are youth made aware on a routine basis that they can express concerns about their placement to their case worker, social worker and/or attorneys?  Yes  No

Is there a formal grievance process available for parents?  Yes  No

If yes, how many parents have submitted grievances in 2013?  0

If yes, how many parents have submitted grievances in 2014?  0

**I.1 Reporting of Incidents:**

Incidents are reported and documented according to the standards of Community Care and Licensing standards. Written documentation of significant incidents are reviewed by program administrators for coordination of any follow up activities to address the incident. Incident reports are also sent to Community Care and Licensing as well as Health and Human Services to enhance communication.

**I.2 Staff Misconduct:**

Are there written policies for addressing staff misconduct?  Yes  No

Have there been any allegations in the calendar year of a staff member physically assaulting a youth?

2013:

Yes  No

2014:

Yes  No

Have there been any allegations in the calendar year of staff member sexually assaulting a youth?

2013:

Yes  No

2014:

Yes  No

Have there been any allegations in the calendar year of a staff member verbally threatening a youth?

2013:

Yes  No

2014:

Yes  No

Have there been any allegations in the calendar year of a staff member touching a youth in any inappropriate way?

2013:

Yes  No

2014:

Yes  No

Have there been any allegations in the calendar year of a staff member commenting on the physical appearance of a youth in a manner that is outside the scope of the staff member's job duties?

2013:

Yes  No

2014:

Yes  No

Have there been any allegations in the calendar year of a staff member entering a youth's sleeping room for any reason that was outside the scope of the staff member's job duties?

2013:

Yes  No

2014:

Yes  No

If the answer is yes to any of the inquiries related to allegations, is there written documentation of the incident, follow-up, and responsive action?

2013:

Yes  No

2014:

Yes  No

## **SECTION J: PROGRAMS AND ACTIVITIES**

### **J.1 School Program:**

The SPA high school is operated by the County Office of Education and serves the 9<sup>th</sup> – 12<sup>th</sup> grade students residing at the Academy. A small number of middle school students attend the local middle school called San Pasqual Union.

After a request for a special education assessment is received, SPA initiates the following timelines: 15 days to prepare and send Parent/Guardian/CASA (Educational Rights holder) the Evaluation Plan regarding the different assessments that JCCS will need to conduct; 60 days after JCCS receives signed Evaluation Plan from the Educational Rights holder to conduct assessments and convene the IEP meeting to determine eligibility and/or services.

In the 2013-2014 calendar year, three (3) students were identified with IEPs. In the 2013-2014 calendar year, eighteen (18) students were on IEPs.

### **J.2 Parenting Classes:**

None of the students at the academy have children, however, they have had therapeutic groups focus on parenting skills for the youth at the academy as well as having trainings for house parent staff regarding parenting skills to equip them for some of the challenges and issues presented with this population of youth. Trainings for staff in 2013 have focused upon Trauma Informed Care, further preparing staff to address unique issues related to working with youth who have experienced complex trauma. Parenting classes for youth's family members is typically not provided due to them no longer living in the home or holding parenting rights.

### **J.3 Recreation and Exercise:**

Students can participate in a variety of recreational and exercise activities including formal sports teams that are part of the school CIF program, a campus intra-mural program, regular hikes, recreational trips and outings, use of the gymnasium and training facilities, health related activities sponsored by the Health and Wellness Center, etc. There is also a performing arts program that includes instrument lessons, voice lessons, dance, self-defense, and other performance oriented activities.

### **J.4 Religious Program:**

Students are transported and supported in their attendance of religious services, following their particular faith tradition, within the community. It is typical for groups of students to attend religious services each week and some have also participated in mid-week religious activities when offered.

### **J.5 Work Program/Vocational Training:**

Career counseling is formally provided by the Workforce Partnership (YES program), who offer career exploration and vocational assessment, career counseling, training, on- and off-campus internships (in collaboration with New Alternatives, Inc.), and post internship placement. These services are also supported by the residential and clinical programs offering many of the internships available as well as helping counsel and direct students toward career interests and experiences.

**J.6 Visiting:**

Clinical and Residential staff provide supervised family visits in both on- and off-campus settings. When approved by County HHSA, some visits are able to become community, day, or overnight passes with family or friends that the students can participate in on a regular basis. When visits are required to be supervised by staff, they are monitored closely, documented, and intervention is used when necessary. SPA staff not only assist with the monitoring of the visitation but often transport students to locations where these visits take place for the convenience of both the student and those they are visiting due to the location of SPA. Family participation and engagement, when approved and appropriate, is strongly encouraged and supported by the Academy and its staff.

**J.7 Correspondence:**

Students are able to correspond on a regular basis with family members, friends, and informal supports in their lives unless otherwise restricted by their county social worker or the court.

**J.8 Access to Legal Services:**

All students are dependents of the court and thereby are assigned to an attorney. All students have access to their attorney's contact information and attend court hearings every six months.

**SECTION K: HEALTH SERVICES**

SPA has a health and wellness center that houses two LVNs, as well as facilitates psychiatric and medical services. Approximately 35% of students are receiving psychotropic medication managed by a contracted psychiatrist who comes two days per week and provides medication monitoring services. Assessments of illness, monitoring and coordinating of medical appointments, and basic nursing care is provided by nursing staff. Routine physicals and evaluations are also available on campus with specialty and emergency services provided at the local hospital or Children's Hospital. Nursing staff also conduct a variety of health-related programs and initiatives aimed at improving the overall health of the population.

**SECTION L: MEAL SERVICE**

Are kitchen staff members trained regarding sanitation and food handling procedures?  Yes  No

Have kitchen staff members received any training in the 2014 calendar year other than training given to newly hired employees?  Yes  No

If yes, describe what the training included: Food Handling Certification, ROP

Do youth work in the kitchen?  Yes  No

If yes above, have they been trained?  Yes  No

Are youth permitted to converse during meals?  Yes  No

If yes, may a youth seated at one table converse with a youth seated at a different table?  Yes  No

Are meals served cafeteria style?  Yes  No

Breakfasts and lunches on school days are available cafeteria style but all other meals are served in the homes family style.

Are youth permitted 20 minutes or more to eat?  Yes  No

Who/what agency maintains the kitchen area? New Alternatives

Describe the types of work youth perform: Food preparation as well as cleaning and sanitizing.

**L.1 Adequate and Varied Meals:**

Is there a weekly menu posted?  Yes  No

Does a nutritionist, dietitian, or other health professional participate in the creation of the menu?  Yes  No

How many calories per day does a youth who eats all of the standard meals provided consume? 2000 – 2200 calories

What approximate percent of calories are from the following:

Protein: 40 %

Carbohydrate: 35 %

Fat: 25 %

Are weaker youths protected from having food taken from them?  Yes  No

**L.2 Special Diets:**

Can special diets be accommodated when medically necessary?  Yes  No

Was the facility unable to accommodate a special diet based on medical reasons during the 2014 calendar year?  Yes  No

Can special diets be accommodated when based on a youth's religious practices or beliefs?  Yes  No

Was the facility unable to accommodate a special diet based on a youth's religious practices or beliefs in the 2014 calendar year?  Yes  No

**SECTION M: SANITATION**

**M.1 Clothing and Personal Hygiene:**

Students are able to wear personal clothing and are given their own hygiene supplies for daily use. Upon entrance to SPA, each student is given a laundry schedule and has daily access to laundry services in their home. Part of the program's independent living skills training is to help the students learn to wash and effectively maintain hygiene and staff are there to support and ensure that these important activities are completed.

**M.2 Bedding and Linens:**

Bedding and linens are also washed on a regular basis and as needed. Students have access to wash their bedding and linens and often as desired and cleanliness is a daily program expectation.

**SECTION N: TRANSITION PLAN**

Throughout the high school year at SPA, students are working on various aspects of transitional planning including the acquisition of independent living skills from the moment they enter the program as part of the program's purpose. Skills such as managing money, doing laundry, cooking, cleaning, using transportation, etc. are focused on by all the

collaborating partners and are blended into the student's everyday experience at the academy. Specific transitional planning activities are increased during the student's junior and senior years and events such as college visits and trips, tours or transitional living programs including TLPs and THP+ programs, an increased focus on saving money that is earned, interviewing and applying for scholarships, and linking students with services and resources that they will need and use after their transition. It is common for residential and clinical staff to transport and help students move into new housing and/or college dormitories, ensure that they have their basic needs, and continue to support and be available for these students long after their transition. Students often return, considering SPA their home, for community events, to live during school breaks or times of need, and simply to visit other adults and students that have been important in their lives.