

To: Juvenile Justice Commission

From: San Pasqual Academy (Tia Moore, Rex Sheridan, Suzanne Miyasaki)

Re: Response to JJC Recommendations

Date: 1/7/2019

The following are short responses to the recommendations made by the Juvenile Justice Commission after the calendar year 2017 review of San Pasqual Academy. We thank you for the general comments, recommendations, and commendations that were made which acknowledged the strengths, uniqueness, and achievements of our program while also offering some suggestions and areas of focus. The 3 recommendations offered are addressed below by both our New Alternatives and San Diego County Office of Education administrative teams.

1. New Alternatives Response: We thank you for the affirmation regarding our efforts to increase staff training and offer them specific continuing education regarding topics and issues that are relevant to our population at this time. We will continue to focus upon increased training in the area of substance abuse, co-occurring treatment and intervention, and detection and screening of substance use behaviors. We will also continue to offer training and development to our staff in areas of increasing relevance including CSEC and LGBTQ topics. We welcome the input of the JJC regarding the structure of our training at the next inspection and we will share continued developments in our training programs in the areas of substance abuse, LGBTQ, and trauma informed training during the next inspection. At this point and historically, we have not typically intake or served youth with significant developmental delays or that have a diagnosis on the spectrum. Our trauma informed trainings, however, are geared toward preparing staff and increasing knowledge around particular and unique emotional and developmental challenges related to abuse and trauma that impact many of the youth that we serve.
2. SDCOE Response: Currently the school utilizes the Student Study Team (SST) process to identify and provide early intervention support to students who are having academic/behavioral challenges. Staff, students and invested adults can request an SST meeting. A support plan is developed and implemented by stakeholders. When interventions have been exhausted and/or the student's Ed Rights Holder submits a written request, the SST recommends a special education initial assessment. The school is currently developing a Multi-Tiered System of Support which will help ongoing, data based monitoring of student progress.
3. New Alternatives Response: With regard to psychotropic medication, we have been collecting additional data regarding the information requested in the recommendations. Much of the information that is being requested is not collected by the program on a normal basis, nor has it been requested by other entities to which we are subject to review. We are now having our health and wellness staff collect as much of this information as possible in preparation for the next review. We believe that we have good systems in place to ensure that medications are frequently reviewed, that youth are not placed on or kept on medications that are unnecessary and for only a period of time that is necessary, that our youth and their supports have good access to the psychiatrist for consultation and feedback, that we are always exploring non-

medication interventions when possible, and that we are always looking holistically at the best treatment plan or combinations of treatment plans.