



# Juvenile Justice Workgroup

October 25, 2024

**Brenda Grealish**

Executive Officer, CCJBH  
Office of the Secretary, Jeff Macomber  
California Department of Corrections and Rehabilitation (CDCR)

**Emily Mantsch**

Associate Governmental Programs Analyst, CCJBH

**Mack Jenkins**  
Chief Probation Officer, Retired  
San Diego County

**Danitza Pantoja, Psy. D.**  
Coordinator of Psychological Services  
Antelope Valley Unified High School District



# Participation Policies

## PARTICIPATION

We welcome your participation throughout this meeting. Please note that disruptive behavior is not aligned with the purpose of this session and will not be tolerated. Any individuals disrupting the meeting may be removed or asked to leave without warning. In the event of a security incident, this session will end immediately and will not resume. If this occurs, a separate email will be sent to all participants with further instructions.

## COMMENTARY

For remote participants, participant comments in the Q&A do not reflect the views or policies of the presenters, the Council on Criminal Justice and Behavioral Health, the California Department of Corrections and Rehabilitation or its affiliates or contractors. By using the Q&A, you agree to keep comments relevant to the topic of today's event. While a variety of diverse perspectives and opinions is welcome, disruptive comments are not aligned with the purpose of this meeting, and users creating disruption may be removed without warning.

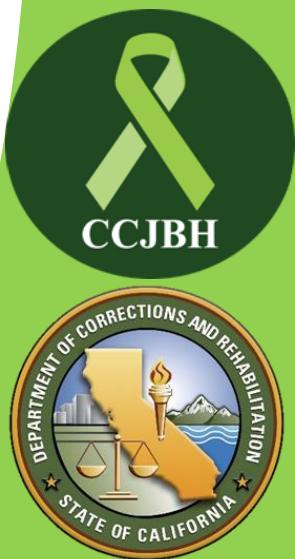


# Housekeeping: Public Comment

***\*\* Workgroup is being recorded \*\****

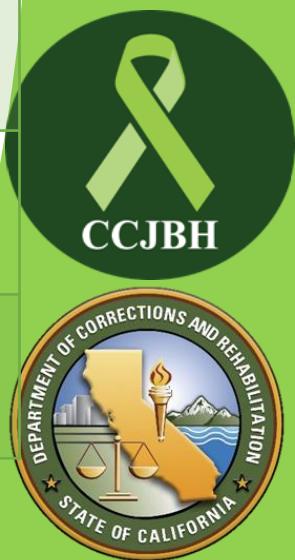
- Remote Participants:
  - Use the “raise hand” feature to make a comment.
  - You will be placed in line to comment in the order in which requests are received by the host.
- In-person Participants:
  - Complete a note card with your name and organization and hand it to the registration table.
  - You will be called to the podium during the public comment period.
- Keep public comment to agenda items being discussed.
- Members of the public should be prepared to complete their comments within 2 minutes or less (unless a different time allotment is needed and announced by the Executive Officer).

*Email: [CCJBH@cdcr.ca.gov](mailto:CCJBH@cdcr.ca.gov)*



# Agenda

Time	Topic:
12:45 PM	Welcome and Introductions
12:50 PM	Reflection on August 2024 Juvenile Justice Workgroup
1:10 PM	California Department of Education
1:50 PM	San Diego County Office of Education
2:10 PM	Q&A with Councilmember Advisors



# Agenda

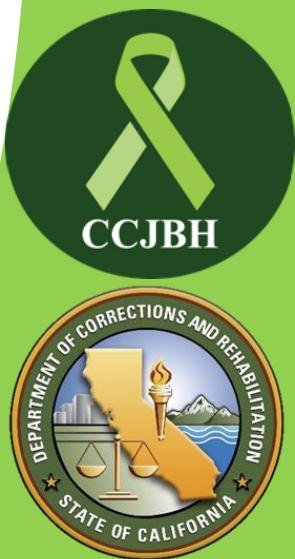
Time	Topic:
2:30 PM	Open Public Comment
2:40 PM	Announcements
2:45 PM	Adjourn



# **Reflection on August 2024 Juvenile Justice Workgroup**

Mack Jenkins, *Chief Probation Office, Retired  
San Diego County*

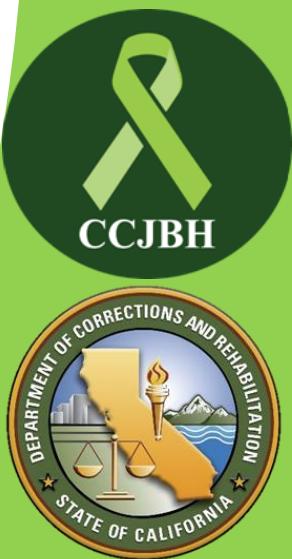
Dr. Danitza Pantoja, *Coordinator of Psychological Services  
Antelope Valley Union High School District*



# Reflection on August Juvenile Justice Workgroup

During the last workgroup meeting, we discussed the Children and Youth Behavioral Health Initiative, highlighting the California Department of Public Health's Public Education and Change Campaign and the Department of Health Care Services' Statewide Multi-Payer Fee Schedule and the Behavioral Health Virtual Services Platform. Based on these presentations, which are also reflected in the meeting minutes, we would like Councilmembers to take a few minutes to answer the following questions:

1. What are the key takeaway(s)/reflection(s) from these presentations?
2. Based on these key takeaways/reflections, what recommendation(s) would you propose for consideration in the CCJBH Annual Legislative Report (if any)?
3. Should CCJBH continue working on this issue and, if so, how (continued discussion in workgroup meetings, informational research, etc.)?



# **Office of School-Based Health Programs**

## **Whole Child Division**

# **California Department of Education**

Pam Cajucom, School Health Education Consultant  
Karrie Sequeira, Education Administrator



# Whole Child Division

Director Dominick Robinson

**Educational Options Office**

Jacie Ragland

**Office of School-Based Health**

Dr. Karrie Sequeira



**CALIFORNIA DEPARTMENT OF EDUCATION**

Tony Thurmond, State Superintendent of Public Instruction



**TONY THURMOND**  
State Superintendent  
of Public Instruction



# Our Educational Options Team

Jacie Ragland Education Administrator I  
Michael Warych Education Administrator I (RA)

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Providing Educational Opportunities for Students  
October 25, 2024  
[EOO@cde.ca.gov](mailto:EOO@cde.ca.gov)

# Educational Options Office Team

Jacie Ragland, Education Administrator I

Michael Warych Education Administrator I (RA)

Bijan Razvan, Office Technician

Darice Barefield, Associate Governmental Program Analyst

Kimi Toya, Associate Governmental Program Analyst

Dan Sackheim, Education Programs Consultant

Ramiro Nava, Education Programs Consultant (RA)

# Mission Statement

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The mission of the Educational Options Office is to provide technical assistance, support, leadership, and advocacy throughout California to ensure all students have quality options of schools in which they attend and receive the physical, social, emotional, and educational support they need to live, work, and thrive in a highly connected world.

# Educational Options Schools and Programs Can Provide:

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- Smaller class sizes
- Individualized academic pacing
- More individualized match to learning style
- More direct focus on social-emotional development
- Separation from traditional schools as required by law or voluntary



# List of Programs and Schools

1. Alternative Schools and Programs of Choice
2. Community Day Schools
3. Continuation Education Schools and Programs

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4. Model Continuation High School and Model Community Day School Recognition Programs
5. County Community Schools
6. Diploma Plus High Schools
7. Home and Hospital Instruction
8. Independent Study
9. Juvenile Court Schools
10. Magnet Programs and Schools
11. Opportunity Education
12. Child Welfare and Attendance
13. Administer and Chair the State School Attendance Review Board
14. Model School Attendance Review Board Program
15. Countywide Plans for Expelled Students

# Office of School-Based Health Programs



**CALIFORNIA DEPARTMENT OF EDUCATION**  
Tony Thurmond, State Superintendent of Public Instruction

# Our Mission



**Providing leadership, advocacy, and support to ensure all students receive the physical, social, emotional, and educational resources needed to thrive in a connected world**

## Key Components

- **Technical Assistance:** Offering schools practical resources and expert guidance
- **Support:** Ensuring access to health and educational resources
- **Leadership:** Leading initiatives that foster student well-being
- **Advocacy:** Promoting policies that benefit student health and education

# Senate Bill 224: Mental Health Instruction

California Education Code 51925 mandates that middle and high schools that offer one or more courses in health education include mental health instruction. This instruction should:

- **Include** overarching themes and core principles of mental health.
- **Address** signs and symptoms of common mental health challenges
- **Provide** information on evidence-based services and supports.
- **Promote** protective factors
- **Recognize** warning signs to promote awareness and early intervention, and avoid a crisis
- **Provide** the connection to overall health and academic success
- **Create** awareness and appreciation of mental health challenges across all populations, and address mental health stigma

## Resource Highlights

- Sonoma County Office of Education who developed a course for middle and high school: Foundations of Mental Health (<http://scoe.org/FMH>)
- WEL, Wellness Education Lab provides two training modules, Mental Health Foundations and Rethinking Anxiety (<https://wellnessedlab.org>)
- Erika's Lighthouse: Classroom Education - Erika's Lighthouse ([www.erikaslighthouse.org](http://www.erikaslighthouse.org))



# Model Behavioral Health Referral Protocols

EC 49428.1  
(Senate Bill 153)

- Develop model referral protocols for addressing pupil behavioral health concerns
- Consult with specific groups mentioned in statute language such as:
  - **Student Mental Health Program Workgroup**
  - **Department of Healthcare Services**
  - **Local Educational Agencies and counties**
  - **Parents and students**

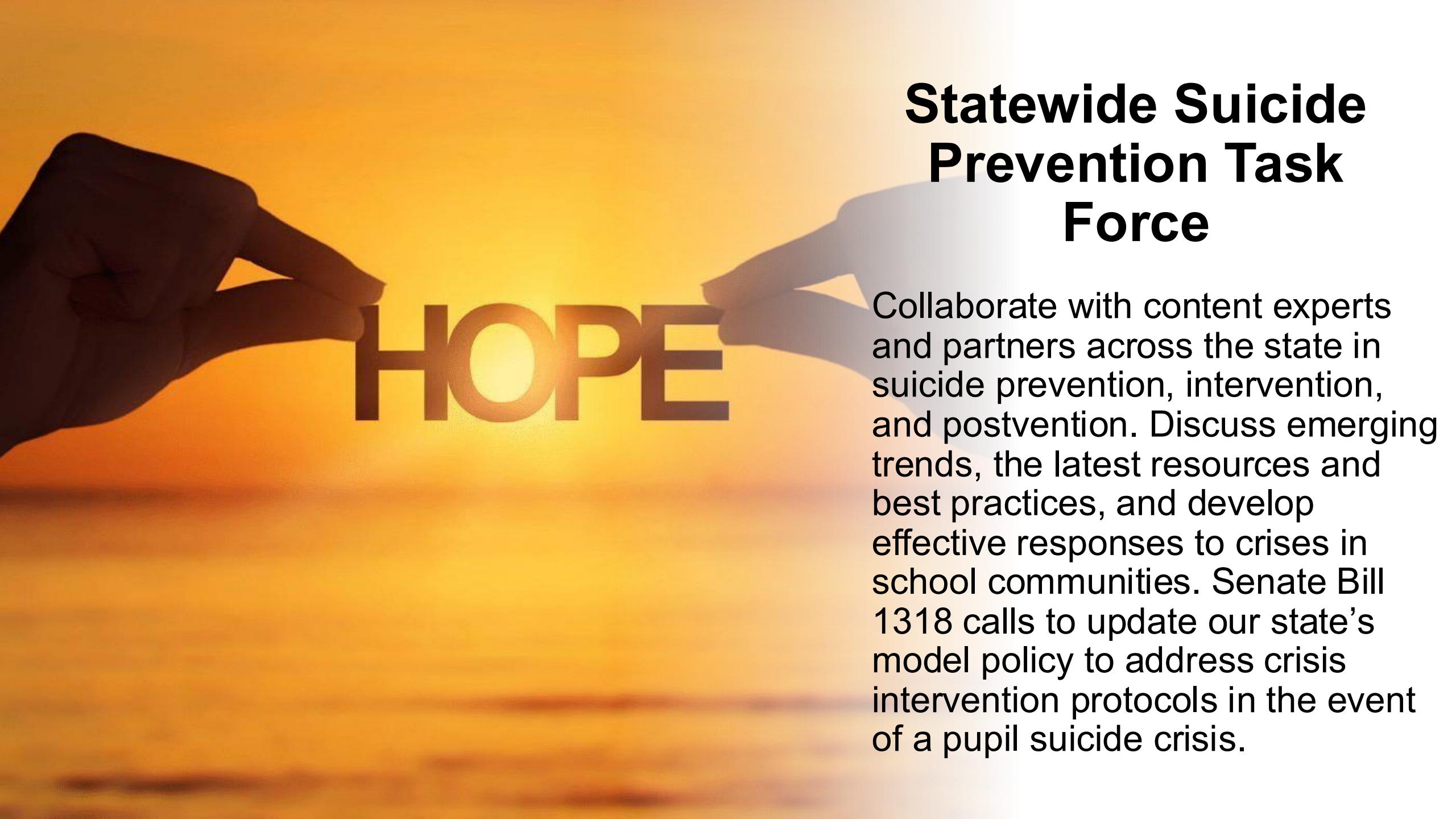
# Mental Health Referral Training Mandate

EC 49428.2 (SB 153)

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- On or before July 1, 2029, Local Educational Agencies shall certify to the department:
  - that 100 percent of its certificated employees and 40 percent of its classified employees, who have direct contact with pupils in any of grades 7 to 12, have received youth behavioral health training at least one time





# Statewide Suicide Prevention Task Force

Collaborate with content experts and partners across the state in suicide prevention, intervention, and postvention. Discuss emerging trends, the latest resources and best practices, and develop effective responses to crises in school communities. Senate Bill 1318 calls to update our state's model policy to address crisis intervention protocols in the event of a pupil suicide crisis.

# Nurse Inquiries



**Respond**  
Respond to all student health inquiries including immunizations, medical exemption requests and health examination requirements



**Provide**  
Provide guidance for adherence to protocol when administering medication and vision or hearing screening



**Provide**  
Clarification of requirements for credentialed staff



**Assist**  
Assist LEAs in finding applicable resources to all things student health

# Monthly Webinars

October 17, 2024	<b>Post Election Reflections: Supporting Mental Wellness &amp; Community in Schools</b>
November 21, 2024	<b>Creating Comprehensive Student Support Systems: A Wrap-Around Approach for Schools</b>
December 12, 2024	<b>Faculty and Staff Mental Health</b> Supporting Adult Well-Being and Self-Care
February 20, 2025	<b>Drug Use and Misuse</b> Fentanyl, Illicit Drugs, and Naloxone
March 20, 2025	<b>Social and Emotional Learning (SEL)</b> National Social Emotional Learning Awareness Month
April 24, 2025	<b>School-Based Mental Health Programs</b> National Counseling Awareness Month
May 15, 2025	<b>Trauma-Informed Teaching Practices</b> Mental Health Awareness Month
June 19, 2025	<b>Summer Care Package</b> Supporting Students during Summertime <b>AB 153: Model Referral Protocol</b>

# Mindful Moment

## Small Kindnesses

by Danusha Laméris

I've been thinking about the way, when you walk down a crowded aisle, people pull in their legs to let you by. Or how strangers still say "bless you" when someone sneezes, a leftover from the Bubonic plague. "Don't die," we are saying. And sometimes, when you spill lemons from your grocery bag, someone else will help you pick them up. Mostly, we don't want to harm each other. We want to be handed our cup of coffee hot, and to say thank you to the person handing it. To smile at them and for them to smile back. For the waitress to call us honey when she sets down the bowl of clam chowder, and for the driver in the red pick-up truck to let us pass. We have so little of each other, now. So far from tribe and fire. Only these brief moments of exchange. What if they are the true dwelling of the holy, these  **fleeting temples** we make together when we say, "Here, have my seat," "Go ahead—you first," "I like your hat."

# Thank you



Email: [OSBHP@cde.ca.gov](mailto:OSBHP@cde.ca.gov)

# San Diego County Office of Education

Anna Schen, Program Specialist, Social Work Services

Tonalli Juarez, Project Specialist, Mental Health

Jamie Gonzalez Kohns, Behavioral Specialist



# **Effective Strategies for Supporting Student Behavioral and Mental Health**

Juvenile Court and Community Schools  
San Diego County Office of Education

October 25, 2024



Anna Schen  
Program Specialist/Social  
Work Services



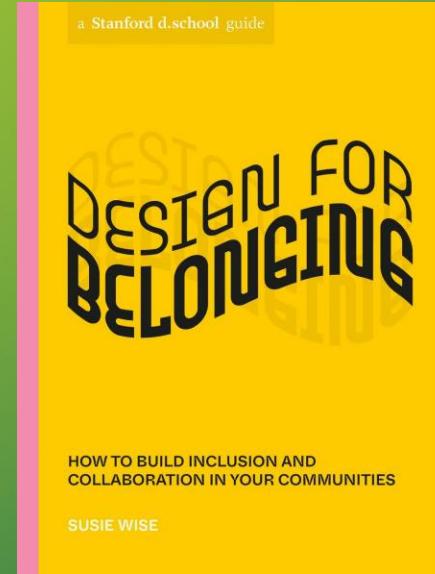
Jamie Gonzalez Kohns  
Behavior Specialist



Tonalli Juarez  
Project Specialist/Mental Health

# Our Beliefs

- Every student should feel a sense of Belonging.
- Building relationships is the foundation of everything we do.
- Every student can succeed provided with the right conditions and support.

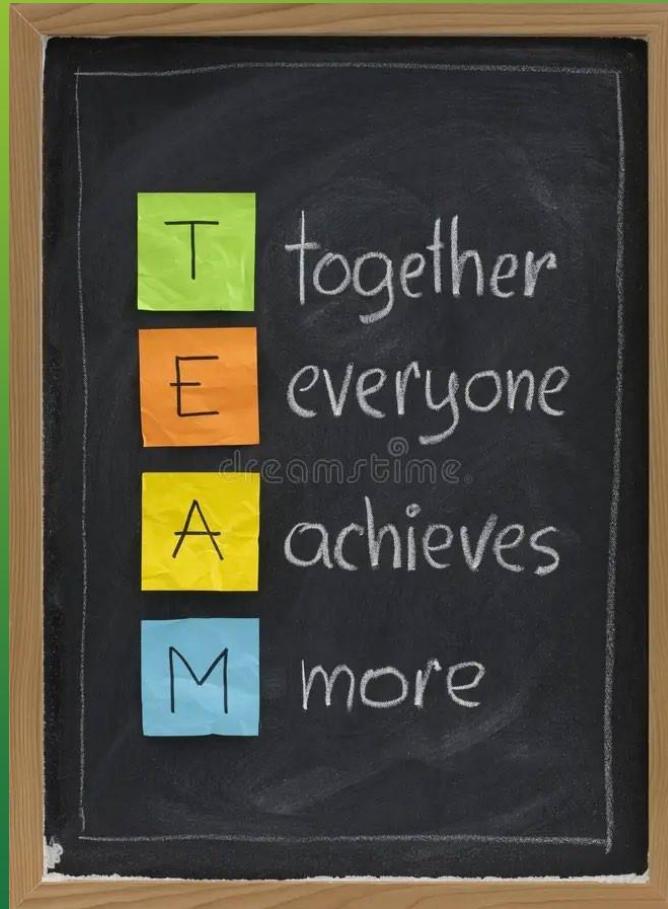


*"I cannot teach the head when the heart is broken and/or the mind is troubled."*

Parkway School District Teacher of the Year, St. Louis, MO

# Student and Family Engagement (SAFE) Teams

- County-Wide and Regional Supports:
  - School Counselors
  - School Social Workers
  - Student and Transition Technicians
  - Parent and Family Liaisons
  - Work Readiness Assistants/CTE
  - Special Education: Mental Health Case Workers, Mental Health Counselors and Behavior Specialist
  - Interns (counseling, social work, criminal justice)



# Social Emotional Learning Classroom Lessons



- SEL has been built into the weekly schedule.
- Community Building Circles.
- Lessons, guest speakers, and community-based learning experiences.
- Topics include: mental health and coping strategies, emotional regulation, healthy relationships, responsible decision making, self-awareness, and communication.

# Wellness Spaces



- Students and parents are surveyed for their input.
- Established and creating wellness spaces at every site.
- Provide an array of activities within the space.
- Alignment with school wide PBIS behavior expectations.

# Mental Health Resource Fairs



- Students, families and community members interact with mental and physical health providers (i.e. YMCA, social service organizations, drug counseling providers, the County of SD, Job Corps, and adult ed training centers).
- Activities include mindfulness and coloring.
- Students engaged in a scavenger hunt activity where they visited every table and asked questions and provided with incentives for participation.

# Student Clubs



- Agency Partners: Star Pal, Project AWARE, Compassion Circles
- Student led groups
  - BC2M -Bring Change to Mind
  - SOS- Sources of Strength
  - FNL- Friday Night Live
- Within these club meetings, students teach classes about mental health awareness and drug prevention and intervention.

# Parent Involvement

- Parent Events and Workshops
  - SEL infused throughout
- Parent community learning experiences.
- Coffee with the Principal.
- Support during school wide events (utilize parent talents and services).



# Community Partnerships

Collaboration with community partners to provide resources and programs in our schools is essential to evolving into community hubs that have onsite services and programs to increase access and support.

- Mobile services: i.e. therapy, dental, vision
- Food banks: food pantries
- Arts and CTE partners
- Therapy services on-site
  - Partnering with Universities to provide internships
- Medi-Cal eligibility technicians on site
- Substance abuse treatment
- Community Circles



# Mental Health in Court Schools

- Students attending court schools receive several mental and behavioral health services:
  - School counseling
  - Alcohol & drug counseling
  - Individual therapy
  - Life Skills Group
  - DBT groups



# Collaboration is Key

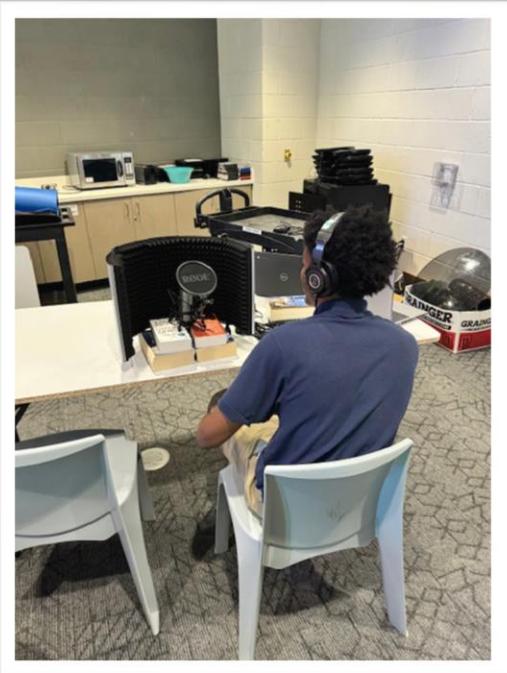
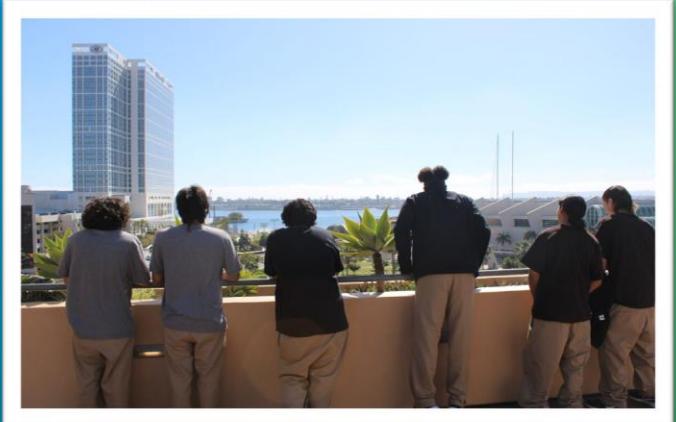
- Probation
  - Correctional Counselors
  - Alcohol & Drug Specialists
- County Behavioral Health Services
  - Licensed Mental Health Clinicians
- Local non-profit agencies:
  - SBCS
  - David's Harp
- Orientation & Re-Entry Meetings
- Multidisciplinary Meetings



# **Mental Health, Special Education & Justice System**

- Currently have 1,076 students enrolled in JCCS
- 25% receive special education services
  - Individual Counseling and Educationally Related Mental Health Services (ERMHS) are provided in-house (by SDCOE staff)
    - 3 school psychologists
    - 2 licensed mental health clinicians
  - Mental health providers coordinate and collaborate with partner agencies to maintain coordination of care
  - Complete ERMHS assessments

# Creativity



- While court schools may have limitations due to safety & security, it is important to get creative on how we can support our student's mental health.
  - CTE: Culinary, Graphic Arts
  - Excursions
  - After-school clubs: chess, running, art, Spanish, music
  - Mental Health Awareness Month Poster Contest

# Addressing Behavior

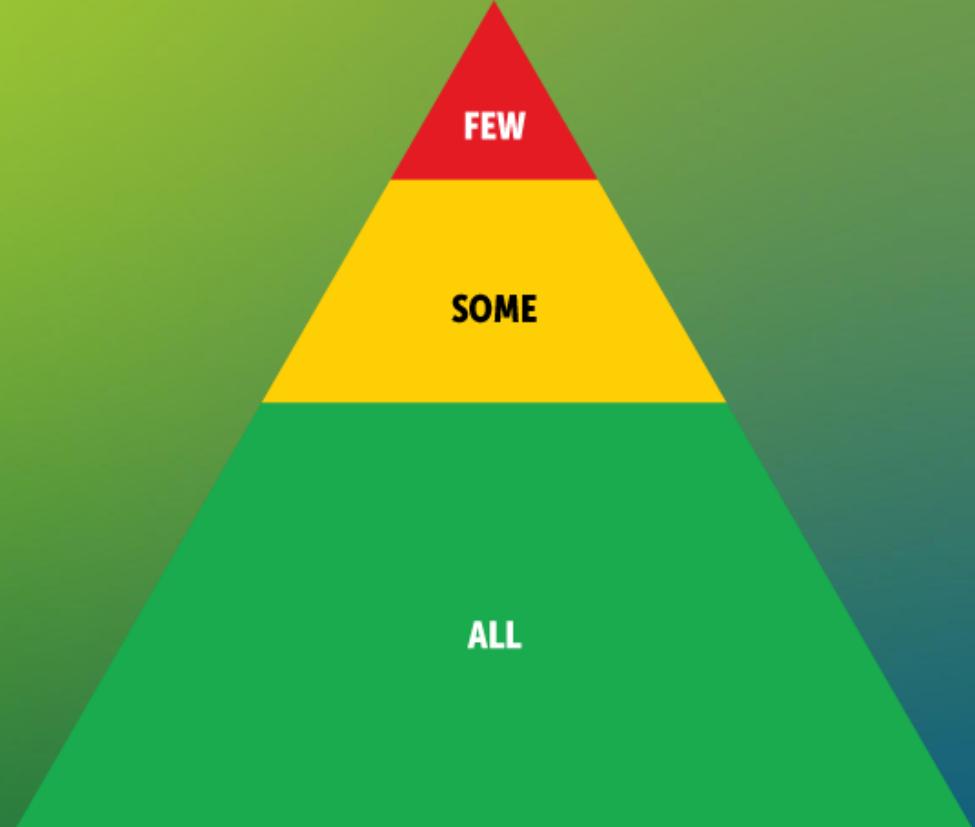
**MTSS (Multi-Tiered System of Supports)** is a comprehensive framework aimed at addressing the academic, behavioral, social, and emotional needs of all students.

Positive Behavioral Interventions and Supports (PBIS) is the behavioral arm of MTSS.

Tier 1: School-wide behavioral expectations for all students

Tier 2: Small-group interventions for students who need additional behavioral support

Tier 3: Intensive, individualized interventions for students with significant behavioral challenges.



# Tier 1: All

- School-wide expectations
- Established reinforcement and consequences
- Collaboration between agencies that support students
- Communication and data collection for all supporting organizations
- Visual supports



san diego county office of  
**EDUCATION**  
 FUTURE WITHOUT BOUNDARIES™

## Juvenile Court and Community Schools

Please enter your login name and password below to access the application.

**Login Name**

**Password**

[Substitute Login](#)

	<p>SOAR Academy   Youth Transition Campus</p> <h1>Expectativas Para El Comportamiento Estudiantil</h1>	 <p>san diego county office of <b>EDUCATION</b> FUTURE WITHOUT BOUNDARIES™</p>
<h2>SEGUROS</h2> <ul style="list-style-type: none"> <li>■ Seguir todas las reglas de salud y seguridad conforme indicados por el personal escolar.</li> <li>■ Mantener tus manos y pies en tu espacio personal.</li> <li>■ Levantar la mano para pedir permiso para moverse o pararse.</li> <li>■ Mantener las cuatro patas del escritorio sobre el piso y los dos pies en el suelo.</li> <li>■ Usar el material de manera apropiada y segura.</li> <li>■ Usar estrategias de afrontamiento como (1) identificar la emoción, (2) tomar aliento, (3) pedir un descanso, etc.</li> </ul>	<h2>RESPONSABLES</h2> <ul style="list-style-type: none"> <li>■ Llegar a tiempo a la escuela y listo para empezar. Encargarse de las necesidades de higiene y alimentos antes del comienzo de la clase.</li> <li>■ Mantenerse enfocado en el trabajo/actividad asignados.</li> <li>■ Demonstrar participación positiva y mantenerse en el tema de las discusiones o actividades en clase.</li> <li>■ Pedirle al personal por ayuda y pedir tiempo para un descanso si es necesario.</li> <li>■ Mostrar esfuerzo.</li> <li>■ Emplear estrategias efectivas de gestión de tiempo.</li> <li>■ Demostrar la aptitud de la semana.</li> </ul>	<h2>RESPETUOSOS</h2> <ul style="list-style-type: none"> <li>■ Usar lenguaje apropiado para la escuela; modificar tu lenguaje cuando se te pide hacerlo.</li> <li>■ Usar buenos modales al comunicarse, incluyendo las palabras y lenguaje corporal.</li> <li>■ Mantener las manos fuera de los pantalones.</li> <li>■ “Un micrófono” – solamente una persona habla a la vez.</li> <li>■ Escuchar activamente.</li> <li>■ Mantener la cabeza levantada, no sobre el escritorio.</li> <li>■ Mantener su espacio libre de “tags”/marcas/símbolos.</li> </ul>

SOAR Academy | Youth Transition Campus

# Data Based Decisions

- Data allows each school to identify frequent behaviors on each site
- Interventions can be determined and trained to all staff to decrease challenging behavior on campuses

Minor Incident by Violation



details ▾

# Positive Reinforcement

Frequent acknowledgment of expected behaviors

- Dragon Bucks to use at the Dragon Store
- Griffin Awards and weekly tangible items earned
- Caught Ya Cards

Monarch School Caught \_\_\_\_\_  
Being:

<b>RESPECTFUL</b>
<input type="checkbox"/> Kind words
<input type="checkbox"/> Listens politely/Takes turns
<input type="checkbox"/> Walks/Waits patiently
<b>Responsible</b>
<input type="checkbox"/> Follows directions
<input type="checkbox"/> Makes positive choices
<input type="checkbox"/> Cleans up after themselves
<b>SAFE</b>
<input type="checkbox"/> Hands and feet to self
<input type="checkbox"/> Stays in assigned area
<input type="checkbox"/> Uses material appropriately
<b>Ready to Learn</b>
<input type="checkbox"/> Transitions to class on time
<input type="checkbox"/> Engaged in activity/working on assignment
<input type="checkbox"/> Positive attitude

Praise for \_\_\_\_\_  
Awarded by: \_\_\_\_\_ Date: \_\_\_\_\_

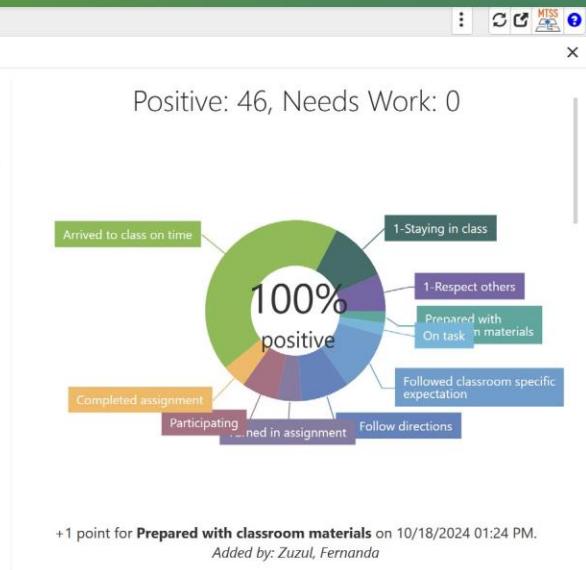


MTSS Workflow

Behavior Points  
multi-student entry

46 today 50 balance

Positive	Needs Work
1- Follow directions (4)	Calling out (on topic)
1-Respect others (3)	Climbing
1-Staying in class (5)	Cursing
Accepted feedback from staff/peers (0)	Did not return from break as directed
Arrived to class on time (20)	Dress code violations
Asked for staff support with conflict resolution (0)	Engaging in another activity
Completed assianment (2)	Head down on desk



# Q & A





**Anna Schen, Program Specialist/Social Work Services**

[Anna.Schen@sdcoe.net](mailto:Anna.Schen@sdcoe.net)

**Jamie Gonzalez Kohns, Behavior Specialist**

[Jamie.Gonzalez@sdcoe.net](mailto:Jamie.Gonzalez@sdcoe.net)

**Tonalli Juarez, Project Specialist/Mental Health**

[Tonalli.Juarez@sdcoe.net](mailto:Tonalli.Juarez@sdcoe.net)



# Q&A With Councilmember Advisors



# Public Comment



# Upcoming Events

Full Council Meeting: Friday, December 6, 2024, from 2:00-4:30 PM

Juvenile Justice Workgroup Meeting: TBD

Diversion/ Reentry Workgroup Meeting: TBD

Please visit our website at <https://www.cdcr.ca.gov/ccjhb/>

Email us at [CCJBH@cdcr.ca.gov](mailto:CCJBH@cdcr.ca.gov)

If you would like to be added to CCJBH's listserv, click [HERE](#).

**THANK YOU!**

